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ABSTRACT

This guide to educational and library resources for handicapped individuals cites agencies, organizations, and bibliographies of children's and adult/professional books in separate sections for the aurally, visually, and mentally handicapped, and in a general section for other handicapping conditions. Guidelines for volunteers include suggested qualifications and responsibilities, as well as a sample registration form and task schedule. Detailed information on access for the handicapped is provided in a 20-page pamphlet, "Elimination of Architectural Barriers," and two library media center accessibility checklists. Other features include a bibliography on sign language and interpreting, storytelling tips to use with the mentally handicapped, suggestions for the use of puppets and learning wheels, and guidelines for representing exceptional persons in educational materials. (SW)

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KANGAROO KAPERS

U.S. DEPARTMENT OF HEALTH,
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HOW TO JUMP INTO LIBRARY SERVICES FOR THE HANDICAPPED

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BY

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AND

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1978

DIVISION OF ELEMENTARY AND SECONDARY EDUCATION
PIERRE, SOUTH DAKOTA 57501

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KANGAROO KAPERS

A RESOURCE GUIDE DEVELOPED
AS PARTIAL REQUIREMENT

FOR

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TRAINING LIBRARY MEDIA SPECIALISTS
TO SERVE THE HANDICAPPED STUDENT

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

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KANGAROO KAPERS

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INTRODUCTION

Over the past two years requests have come to the office of Library and Media Services to provide assistance to elementary library media specialists to help them serve handicapped students. The Division of Elementary and Secondary Education was fortunate in securing federal funding for a one-year project "Training Library Media Specialists to Serve the Handicapped Student" to meet this need. One of the aims of the project was to provide a resource guide which would assist the school library media specialist in his or her work with handicapped students.

We in the office of Library and Media Services trust that this publication will not only fulfill a basic requirement of the federal grant but will serve as a useful tool in providing a source for information relating to organizations serving the handicapped, periodicals, specialized bibliographies, guidelines for the evaluation of educational materials relating to the handicapped and strategies for effecting change.

You will note that our motif in this publication is the kangaroo which we hope will help to spring its way into your library activities. It was chosen because it can easily be used to relate to so many of the problems faced by students with special needs.

May we suggest that you in turn find some way of utilizing Kangaroo Kapers and our kangaroo--you might even think of a clever name--to motivate both teachers and students to make better use of the library's resources and bring a novel approach in utilizing staff, facility, and materials to serve the handicapped student.

GETTING INTO KANGAROO KAPERS

The following steps are given to make it easier to implement library media services to handicapped students:

1. The first responsibility of the library media specialist is to develop a general awareness to handicapping conditions.
2. Become acquainted with current terminology used at both the federal and state level. Language does much to reinforce attitudes, opinions and actions. As the new terminology begins to convey an understanding for a particular disability, check the card catalog and other library indices to see that stereotyping is not being perpetuated. Examine the headings relating to the various handicaps and see that the preferred terminology is used.
3. Become knowledgeable about disabilities and alert to signs or actions which might indicate students who might be in need of special assistance.
4. Evaluate the collection using "Guidelines for the Representation of Exceptional Persons in Educational Material". This will help in developing a balanced collection and in the selection and ordering process.
5. Develop ways to adapt the current collection to meet various individual needs.

6. Evaluate the physical facility for accessibility. Develop short and long range goals. This will provide for making major modifications and meeting immediate needs.
7. In meeting the needs of special children and implementing their individual education program, parents, board members, administrators, special educators, classroom teachers and other adults may be involved. It may be necessary to incorporate more professional materials into the library media center to meet these local needs.
8. Develop a program to serve all children in the library media center.
9. Do something positive to effectuate changes in your library media center in order to meet the challenge of integration of the handicapped child in the regular classroom.

JUMPING INTO SERVICE FOR THE HANDICAPPED

Kangaroo Kapers is a collection of bibliographies, directory of agencies, and suggested guidelines or strategies to assist an elementary library media specialist serve handicapped students. Though designed primarily for schools in South Dakota, listings or entries were those that appeared most frequently during project research and are included for the service or support provided. The lists are by no means all inclusive but intended to acquaint the newcomer to the many resources available.

As the library media specialist begins to serve the handicapped student, he or she will find the role increasing due to innovative changes in the design of instructional materials and changes in federal and state laws concerning equal and fair education for the exceptional student.

Laws and rules for special education require each school to utilize a local education placement committee in order to certify the handicapped child eligible for special education. The placement committee process requires the development of an Individual Education Program which establishes the goals to be reached. The library media specialist can play a key role in suggesting materials to meet program objectives.

These materials can vary and provide educational experiences from the concrete to the abstract. Special books, cards, records, audio and video tapes, programmed games can provide unique developmental experiences for working with many handicaps and disabilities. The following list suggests different media that can be utilized to develop different perceptions or skills.

<u>VISUAL</u>	<u>AUDITORY</u>	<u>PSYCHOMOTOR</u>	<u>COMBINATION</u>
Pictures	Audio tapes	Games	Sound films
Film loops	Audio discs	Experiments	Television
Filmstrips	Radio	Plays	Sound-slide
Art prints	Speeches	Writing	Sound-filmstrip
Transparencies		P.E.	Games
Newspapers			
Magazines			
Slides			
Microform			
Maps			
Globes			

If learning materials from the above categories are not available commercially, it may be necessary to produce items locally. It may also be necessary to obtain a copyright clearance to adapt some materials to meet specific needs.

If one approach doesn't work, try another. The library media specialist will need to be resourceful and creative to meet individual needs.

As library media specialists begin to look beyond the individual learning media, they are working with others concerned with meeting the needs of special students and becoming concerned with the total learning system which includes the planned objectives, teaching strategies and evaluating techniques.

A limited number of suggestions are given as starting points for service to the special student. These must be augmented by acquiring specific knowledge and understanding at the local level on recognizing various handicapping conditions and selecting resources to serve the students in the library media center.

1. Find something that the exceptional student is interested in and build on that interest. As with all students, form expectations for each child based on their abilities, skills and interests. Realize a variety of methods can be used to attain the desired outcome.
2. Make the time spent with these children a positive, constructive experience. Everyone likes praise for work well done. Sincere praise for these children is a must.
3. Be organized and consistent. The more organized the management of the library media center the less tension the special child will feel and the less chance there will be for situations getting out of control. Library staff should be consistent in the treatment of all children and treat them with respect. This can help to foster a good self concept and develop social skills.

4. Select appropriate materials. Materials should be matched to the student's interest and learning level. Evaluating materials is an important aspect of the library media specialist's job. Great care should be taken when evaluating materials. Four things to watch for according to Gordon Bleil in the article "Evaluating Educational Materials" in the Journal of Learning Disabilities, January, 1975 are:

- a. Magic Solutions. Ask a publisher if he will guarantee results with the students, or if he has substantiations of the claims made in superlative terms.
- b. Diagnostic Labels. Labels may or may not indicate students for whom materials are appropriate. Putting a diagnostic label on materials is a marketing strategy. Ask for substantiation.
- c. Fad Words or Phrases. Jargon such as "high interest, low vocabulary" develops in every field of human endeavor. If used as a convenient shorthand to facilitate understanding, it can be useful. But jargon can be popularized and serve the same purpose of a marketer as do diagnostic labels. It implies a fit of materials to a need that may or may not be accurate.
- d. Grade Levels. Find out who picked the level and whether you can rely on it. This is particularly important in dealing with students who already have problems.

When working with handicapped students, one may have to make some modifications and some different arrangements in your library media center. Listed below are some things to keep in mind when working with these children.

VISUALLY IMPAIRED

1. Try not to seat the child in shadows or glaring light.
2. Do not give them excessive or unnecessary reading.
3. Check with the student to determine where she/he can best see the overhead, the film, filmstrip, etc.
4. Tape the stories.
5. Beware of non-verbal communication with the visually impaired child.
6. Explain visuals if they are used.

HEARING IMPAIRED

1. Speak clearly and distinctly.
2. Have the student sit where he/she can hear.
3. Face the light when you are talking.
4. Use visuals.
5. Use a communication board.
6. Learn the American Sign Language Alphabet so you can communicate with them.

PHYSICALLY IMPAIRED

1. Arrange furniture so the student in a wheelchair has enough space to move around.
2. Do not isolate the wheelchair student from the rest of the class.
3. Try to have a table that a wheelchair student can comfortably use.
4. Make temporary modifications or changes to accommodate the student on crutches.

MENTALLY IMPAIRED

1. Have goals that the child can reach.
2. Be patient, gentle, but firm.
3. Encourage the child to discuss the story you read or the filmstrip you show.
4. Praise the child for things she or he has done well.
5. Provide a variety of experiences for them in the library.
6. Prepare materials for them to satisfy their interest in a particular subject.
7. Know the child's capacity.

GIFTED AND TALENTED

1. Expose them to a wide range of media experiences.
2. Encourage them to communicate and develop their social skills.
3. Provide mental stimulation for them.
4. Encourage their creativity.

In the following sections are lists of service agencies, bibliographies, lists of periodicals and strategies. These are arranged according to specific types of handicaps.

Many of the organizations listed publish resource materials which would be of value to teachers, parents and groups concerned with education of the handicapped at the local level.



**SOUTH DAKOTA
PARENT-SERVICE ORGANIZATIONS**

SOUTH DAKOTA PARENT-SERVICE ORGANIZATIONS

Association for Children with Learning Disabilities Association
Jan VanVeen, President
1605 South 10th Ave.
Sioux Falls, South Dakota 57101

Council for Exceptional Children
Mrs. Ronald Reed, President
1100 E. Church
Pierre, South Dakota 57501

South Dakota Association for Retarded Citizens
Mr. Merv Roth, Executive Director
111 West Capitol
Pierre, South Dakota 57501

South Dakota Association for the Blind
Mr. Donald C. Michlitsch, President
405 South 3rd Avenue
Sioux Falls, South Dakota 57101

South Dakota Chapter, Cerebral Palsy Parents Organization
Ms. Helen Habicht, President
759 Dakota S.
Huron, South Dakota 57350

South Dakota Deaf-Blind Parents Organization
Mrs. Richard Chandler, President
R. R. 4
Watertown, South Dakota 57201

South Dakota Mental Health Association
101½ South Pierre
Pierre, South Dakota 57501

South Dakota School for Deaf Parents Organization
Mr. R.J. Thompson, President
901 S. Western
Sioux Falls, South Dakota 57102

SOUTH DAKOTA PARENT-SERVICE ORGANIZATIONS

South Dakota Society for Crippled Children and Adults
Lillian Myers, Director
106 West Capitol
Pierre, South Dakota 57501

United Cerebral Palsy Foundation
Dick Nord, Director
United Cerebral Palsy Training Center
1909 East 6th Street
Sioux Falls, South Dakota 57103

United Epilepsy Foundation
James Kersey, Director
Sioux Falls District Office
211 N. Prairie
Sioux Falls, South Dakota 57101



STATE AGENCIES
SERVING HANDICAPPED
INDIVIDUALS

STATE AGENCIES SERVING HANDICAPPED INDIVIDUALS

Department of Social Services
Division of Mental Health, Mental Retardation
Office of Developmental Disabilities
Richard F. Kneip Building
Pierre, South Dakota 57501

Division of Mental Health and Mental Retardation
Richard F. Kneip Building
Pierre, South Dakota 57501

Division of Rehabilitative Services
Richard F. Kneip Building
Pierre, South Dakota 57501

Division of Special Education
Richard F. Kneip Building
Pierre, South Dakota 57501

Health Occupations and Special Needs
Division of Vocational Education
Richard F. Kneip Building
Pierre, South Dakota 57501

State Department of Health
Division of Health Services
Pierre, South Dakota 57501

SOUTH DAKOTA STATE LIBRARY

South Dakota State Library provides special services and equipment to those who have handicaps and not able to read or hold a standard print book due to a visual or physical handicap. It will lend a taped book from its own collection, borrow from another collection or the Library of Congress. If a particular book is not available, the Handicapped Service Program will contact a volunteer to read the book onto a tape. They also provide a catalog of large print books that are available.

For application or information on services, contact the

Handicapped Service Program
South Dakota State Library
Pierre, SD 57501

SPECIAL EDUCATION SECTION
DIVISION OF ELEMENTARY AND SECONDARY EDUCATION

The Section for Special Education in the Division of Elementary and Secondary Education provides for children in need of special assistance or prolonged assistance.

If there are questions relating to identification, services, IEP, child placement, program plans, or finance, contact the

Section for Special Education
Division of Elementary and Secondary Education
Kneip Building
Pierre, SD 57501

COMMUNITY LEARNING RESOURCE CENTER

The Community Learning Resource Center located at Augustana College, Sioux Falls, provides information on regional, state and local programs relevant to child use instructional media and materials consistent with the needs of handicapped individuals.

For inservice or preview information, contact:

State Media Consultant
Community Learning Resource Center
Augustana College
Box 736
Sioux Falls, SD 57102

SOUTH DAKOTA SCHOOL FOR THE DEAF

The South Dakota School for the Deaf has captioned films and visuals available to loan to the hearing impaired student whose disability falls in a specified category.

For additional information, contact:

Superintendent
S.D. School for the Deaf
1800 E. Tenth
Sioux Falls, SD 57103





VOLUNTEERS
IN THE SCHOOL LIBRARY
MEDIA CENTER

VOLUNTEERS IN THE SCHOOL LIBRARY MEDIA CENTER

Jumping into library media service for handicapped students seems overwhelming to average school library media specialists with limited resources. Yet as with all resourceful and dedicated library personnel, ways and means are found to accomplish a task.

One of the untapped resources of any school community is the volunteer who would serve if asked. These people can, if properly trained, provide the extra time needed to work with the total student population and especially with handicapped students. Volunteers can do the routine tasks so the library media specialist can work directly with classroom teachers, administrators or students. These volunteers are in no way a substitute for legitimate employees, but they can enhance library media service.

The librarian in working with volunteers in the school library media center will need to determine their role and responsibilities. Special functions or tasks need to be assigned to the volunteers. If they are to help provide information to students, their training will be quite different from those who do clerical tasks or function as a tutor, storyteller or resource person.

Much of the volunteer work that is library media related places the volunteer in a model or public relations role for children. Children learn from the examples they see; they also respond to their acceptance by coming to or staying away from the school library media center. Volunteers can make a good program better--making it accessible.

Some of the many assignments given to library media volunteers are to prepare bulletin boards, make up displays, send for free or inexpensive materials, organize pamphlet files, prepare story hours, give talks on local history, type orders, write overdue notices, organize book fairs, assist in circulation procedures, shelve books, read shelves, type bibliographies and file catalog cards.

There are, however, other services that can be provided by volunteers in working with handicapped students. The volunteer can assume non-instructional tasks such as setting up equipment, collecting instructional materials, and providing reinforcement to a learning situation. The volunteer could have contact with students. A handicapped child may need to read or tell a story to a volunteer. Special practice can be provided to develop a motor skill or communication skill. These are vital contributions the volunteer can make.

The volunteer working directly with handicapped children needs specific training. The program developed by Dr. Florence Sharpe called the Bucket Brigade provides techniques, suggestions and skills for volunteers working in a tutoring situation to support a learning concept.

Other responsibilities might include making the library media center accessible, either by taking materials to a student or taking a student to the library media center. At times handicapped children may need someone from outside the school to communicate with--someone who is not threatening. The volunteer may prove to be an important link in the school's communications network.

Volunteers used wisely can facilitate the service to handicapped students.

This section contains some checklists, suggestions and examples of volunteer activities.

WHY DO PEOPLE VOLUNTEER?

_____ People volunteer because of a sense
of duty or want to help .

_____ People volunteer because a friend
or relative asked.

_____ People volunteer because they enjoy
doing volunteer work.

_____ People volunteer because they desire
to gain experience.

WHO ARE THE VOLUNTEERS?

_____ Parents of children

_____ Friends of parents

_____ Students

_____ Retired persons

_____ Friends of Library/Media Center

VOLUNTEER PROGRAMS

Things to Think About and Do

INSURANCE

Does the school carry insurance which will provide coverage for volunteers who work for them? The question of insurance coverage - accident, liability, etc. should be looked into before the volunteer starts work.

INTRODUCTION

Introduce volunteers to all school personnel. By doing this it makes the volunteer feel that their work is being recognized by the school and that their work is worthwhile.

TIME

Volunteers are responsible for being at work during their designated hours. If, for any reason, they can not be there, they should notify the proper authority. Time sheets could be used.

PERSONNEL FOLDER

Personnel folders may be kept for active volunteers. Completed application forms, notes taken during evaluation sessions, time sheets and any other information that you feel necessary may be kept in the personnel folder. This information can be used when writing a reference for a volunteer or helping a volunteer if there is a problem.

GENERAL RESPONSIBILITIES

The volunteer:

1. completes tasks assigned.
2. assists students and teachers - when possible.
3. helps maintain cheerful atmosphere while good citizenship is emphasized.
4. establishes good rapport with all school personnel.
5. discusses any problems with supervisor - not with people outside the educational community.

PERSONAL QUALIFICATIONS

The volunteer:

1. has an interest in libraries and books.
2. has a pleasing personality.
3. has the ability to get along with students and adults on the staff.
4. accepts responsibility.
5. follows directions and suggestions.
6. does job neatly and accurately.
7. is tactful.
8. uses good judgment.



VOLUNTEER SCHEDULE

Name _____ Date _____

	Mon.	Tues.	Wed.	Thurs.	Fri.
1. Unpack materials					
2. Identify materials					
3. Shelve materials					
4. Read shelves					
5. Check audio-visual equipment for repair					
6. Type orders					
7. Help take inventory					
8. Alphabetize cards					
9. File cards above the rod					
10. File vertical file materials					

VOLUNTEER REGISTRATION FORM

NAME _____
Last First Spouse's First Name

ADDRESS _____ ZIP _____ PHONE _____

AGE _____ MARITAL STATUS S _____ M _____ W _____ D _____

NO. OF CHILDREN _____ AGES _____

PERSON TO BE NOTIFIED IN EMERGENCY _____ PHONE _____

EDUCATION: Circle last year completed
GRADE: 5 - 6 - 7 - 8 - 9 - 10 - 11 - 12
COLLEGE: 1 - 2 - 3 - 4 Graduate
Major Subjects _____

ANY OTHER SPECIAL TRAINING _____

WORK OR VOLUNTEER EXPERIENCE EMPLOYER	ADDRESS	DATES	TYPE OF SERVICE
--	---------	-------	-----------------

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

SPECIAL SKILLS OR EXPERIENCES - Trips, hobbies, another language _____

VOLUNTEER REGISTRATION FORM

CHECK SUBJECT AREA IN WHICH YOU ARE INTERESTED:

- | | |
|-------------------------------------|---|
| ☐ Arithmetic | ☐ Foreign Language |
| ☐ Reading | ☐ Working with handicapped |
| ☐ Science | ☐ Story-telling |
| ☐ Music | ☐ Puppetry |
| ☐ Art | ☐ Poetry |
| ☐ Drama | ☐ Clerical |
| | ☐ AV materials and equipment |

CHECK DAYS AND HOURS YOU CAN SERVE:

MON.	TUES.	WED.	THURS.	FRI.
a.m. p.m.	a.m. p.m.	a.m. p.m.	a.m. p.m.	a.m. p.m.

✓ WOULD YOU PREFER A SINGLE PRESENTATION? (sharing a trip, hobby, etc.) _____

DATE OF LAST TB TEST _____

HEARD ABOUT VOLUNTEER JOB FROM _____

Library task assignment for _____

Date _____

Please complete these tasks:

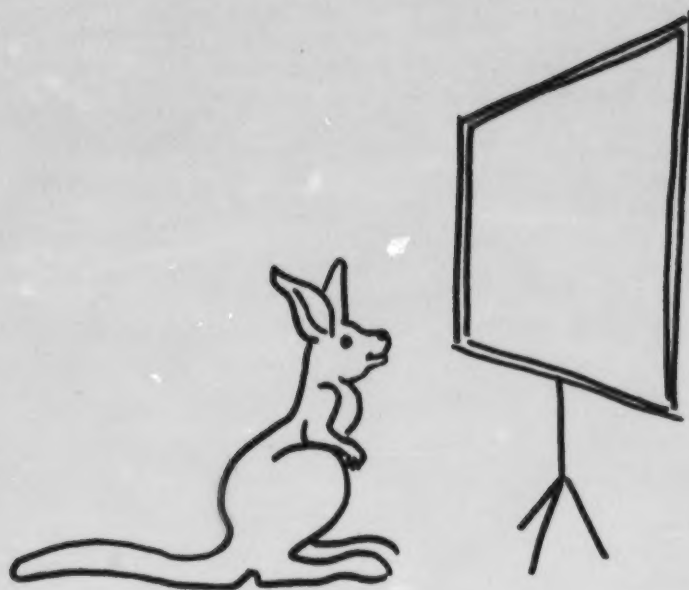
- _____ Check in returned books. Be certain accession numbers match.
- _____ Shelf books which have cards in them.
- _____ Straighten shelves beginning at _____.
- _____ Indicate where you stop by recording the call number here _____
- _____ Read the shelves beginning at _____.
- _____ Indicate where you stop by recording the call number here _____
- _____ Write overdue notices
- _____ File checkout cards in circulation file
- _____ File catalog cards above the rod in the card catalog
- _____ File cards in the shelf list
- _____ Check in new materials
- _____ Stamp with school name _____ Paste labels
- _____ Unpack and check invoice _____ Place call number on book
- _____ File teacher's manual
- _____ Prepare a bulletin board
- _____ Set up a display
- _____ Work on inventory
- _____ Pull catalog cards
- _____ Check in textbooks, count and add to inventory

Paraprofessionals in the school library

- _____ Take charge of circulation at the desk
- _____ Maintain records--daily and cumulative
- _____ Send overdue notices
- _____ Type orders
- _____ Type requests for vertical file materials
- _____ Unpack and check in materials ordered
- _____ Place identifying number on materials and shelf list
- _____ File shelf list and catalog cards
- _____ Paste book pockets, date due slips, and book covers where necessary
- _____ Read shelves
- _____ Put audiovisual materials away
- _____ Take inventory
- _____ Make minor repairs to books and audiovisual materials
- _____ Check in periodicals
- _____ Help students locate resources
- _____ Help students use audiovisual equipment in the library
- _____ Supervise student passes
- _____ Type bibliographies, reports, etc.
- _____ Maintain supply inventory
- _____ File
- _____ Prepare bulletin boards

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GUIDELINES FOR THE
REPRESENTATION OF EXCEPTIONAL
PERSONS IN EDUCATIONAL
MATERIALS

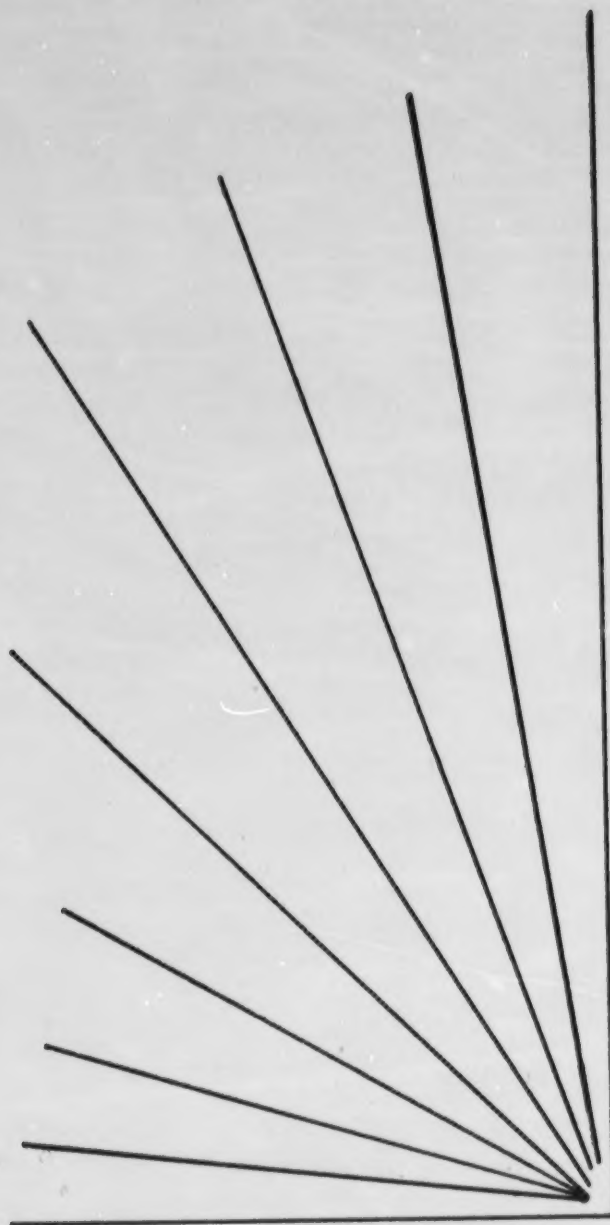
EVALUATING MATERIALS

In evaluating the current collection and materials for purchase, it is important that consideration be given to the representation of the handicapped.

The Guidelines for Representation of Exceptional Persons in Educational Materials is included with permission of Council for Exceptional Children.

Guidelines

for The Representation of
Exceptional Persons in
Educational Material



Published by
National Center on Educational Media
and Materials for the Handicapped

April 1977

This document was prepared in part pursuant to a contract with the U.S. Office of Education, Department of Health, Education, and Welfare, Bureau of Education for the Handicapped. Contractors undertaking such projects under government sponsorship are encouraged to express their judgment freely in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official Office of Education position or policy.

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Educational materials have an enormous effect on the formation and reinforcement of behavior and attitudes. A substantial representation of persons with exceptionalities has been omitted from educational materials or has been stereotyped because of a lack of understanding about exceptional persons. Today, more opportunities are available for persons with exceptionalities to participate in the mainstream of society.

The Consortium for Appropriate Representation of Exceptional Persons in Educational Material recognizes that few educational materials have adequately portrayed persons with exceptionalities. This situation needs to be corrected because:

- *There are approximately eight million persons in this country with exceptionalities.
- *Despite periodic articles or news coverage about persons with exceptionalities, the vast majority are not represented at all.
- *Many people do not understand or know how to relate to a person with an exceptionality as a person first and a person with an exceptionality second.
- *Probably less than one percent of educational materials represents persons with exceptionalities.

Because of these conditions, the Consortium proposes the Guidelines to foster the positive, fair, and balanced representation of exceptional persons in print and nonprint educational materials. The Guidelines are not considered to be all inclusive, but are intended to assist publishers/producers in developing a sensitivity to the manner in which persons with exceptionalities need to be represented.

Converting to positive, fair, and balanced representation will not be easy, any more than it was easy to convert to balanced and appropriate sex, ethnic, or social representation. Publishers and producers with philosophical and practical problems in implementing the Guidelines are encouraged to contact the Consortium through the address below for more information. All publishers and producers are urged to provide feedback that can help refine the present guidelines.

Write to:

Angele Thomas
EXCEPTIONAL CHILDREN
Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091
Telephone: (800) 336-3728

Guidelines

- 1** In print and nonprint educational materials, ten percent of the contents should include or represent children or adults with an exceptionality.

Do your educational materials reflect the fact that ten to fifteen percent of the population is composed of persons with exceptionalities?

If your materials do represent exceptional persons, have you limited the exceptionalities to deaf, blind, or physically handicapped?

Have any of your materials included the following conditions?

Behavioral Problems
Giftedness
Hearing Impairments
Learning Disabilities
Mental Retardation
Multiple Handicaps
Neurological Problems
Physical Handicaps
Serious Emotional Problems

- 2** Representation of persons with exceptionalities should be included in materials at all levels (early childhood through adult) and in all areas of study.

Do all of your efforts at representation focus on the elementary education market?

Have you made an effort to include persons with exceptionalities in such curriculum areas as:

Career Education
Guidance
Health Studies
Language Arts
Mathematics
Physical Education
Science
Social Studies
Vocational Education

- 3** The representation of persons with exceptionalities should be accurate and free from stereotypes.

Are you aware that each exceptionality has varying degrees of severity?

Have you represented the deaf as dumb; the blind as pitiful; the intellectual as bookwormish; the mentally retarded person as poorly groomed, as unkempt, or as the "fool"?

Have you stereotyped persons with exceptionalities as "the blind beggar," "the disfigured villain," or "the insane criminal"?

4 Persons with exceptionalities should be shown in the least restrictive environment. They should be shown participating in activities in a manner that will include them as part of society.

Are all deaf persons shown only in the company of other deaf persons?

Are all retarded persons shown in institutions, or going places only in groups?

Does your material reflect the idea that persons with exceptionalities cannot function in the mainstream of society?

Does your material foster the attitude of "one of them" as opposed to "one of us"?

5 In describing persons with exceptionalities, the language used should be nondiscriminatory and free from value judgments.

Do you avoid the use of clichés and phrases that cast aspersions on persons with exceptionalities, such as: village idiot, deaf and dumb, spastic, egghead, four eyes, bookworm, gimp, retard, lamebrain?

Do your materials reflect attitudes of pity or condescension, such as "poor little cripple"?

6 Persons with exceptionalities and persons without exceptionalities should be shown interacting in ways that are mutually beneficial.

Are the persons with exceptionalities always shown being helped by others rather than vice versa?

Have your materials shown positive interpersonal relationships between persons with and without exceptionalities?

Do your materials show how persons with and without exceptionalities can communicate naturally, without embarrassment or awkwardness?

7 Materials should provide a variety of appropriate role models of persons with exceptionalities.

Have you explored the full range of jobs that persons with exceptionalities do perform or have you limited yourself to a narrow range of occupations?

Have you ever depicted persons with exceptionalities as parents, community leaders, or business executives?

Do you depict the typical achiever, as well as the super achiever as a role model?

8 Emphasis should be on uniqueness and worth of all persons, rather than on the differences between persons with and without exceptionalities.

Does your use of labels set persons with exceptionalities unnecessarily apart from others, in a manner such as "Sally, Anne, and Robert, their blind friend"?

Do your materials foster the appreciation of similarities between persons with and without exceptionalities?

9 Tokenism should be avoided in the representation of persons with exceptionalities.

Is your idea of representation one child with a hearing aid in a full classroom?

Do you use persons with actual exceptionalities in your materials?

Do you attempt to go beyond the superficial or obvious in depicting the exceptionalities?

HOW CAN YOU APPLY
THE GUIDELINES?

You can:

Show a teacher in a wheelchair in a classroom or wheelchair basketball, and other wheelchair sports.

Present sign language in a communications course as an alternative method of communicating.

Show persons with cerebral palsy bowling in a public bowling alley.

Create math problems using insulin measurement.

Explain workings of the hearing aid in a science or electronics project.

Show a blind person playing a musical instrument.

Use artificial limbs and other prosthetic devices for illustrations in areas of physics, engineering, physical education, hygiene.

Show the design of a community or building totally accessible to persons with handicaps.

Show persons with and without exceptionalities enjoying nature trails designed for public use.

Show a person with paraplegia driving a car.

Describe how a person with dyslexia can work in an office.

Show persons with speech disorders working in radio stations, writing scripts, or scheduling programs.

Show persons with exceptionalities in a variety of occupations such as: type-setters, lithographers, truck drivers, industrial workers, artists, authors, public servants.

NOTE: All exceptionalities are not easy to depict; there are subtleties and considerations that require responsible and sensitive treatment to portray them adequately. The examples listed above are meant to stimulate thought in the application of these guidelines. For definitions of handicapping conditions and related information, refer to the Rehabilitation Amendments Act of 1973 (Public Law 93-112), the Rehabilitation Amendments of 1974 (Public Law 93-516), the Education of All Handicapped Children Act of 1975 (Public Law 94-142), and the regulations thereunder.

The Council for Exceptional Children may be contacted for more information about those organizations that serve specific exceptionalities and that can provide more information on how to represent persons with exceptionalities.

ABOUT THE CONSORTIUM

In April, 1976, the Delegate Assembly of the Council for Exceptional Children (CEC) passed a resolution calling for action to develop guidelines for the constructive treatment of persons with exceptionalities in educational materials. CEC enlisted the assistance of the National Center on Educational Media and Materials for the Handicapped (NCEMMH) and faculty members from the University of Pittsburgh.

Efforts of these three groups led to the establishment of The Consortium for Appropriate Representation of Exceptional Persons in Educational Material. Members represent NCEMMH, CEC, the Area Learning Resource Centers, the fields of special education and curriculum development, the American Association of Publishers, the White House Conference on Handicapped Individuals, the President's Committee on the Employment of the Handicapped, the National Audio-Visual Association, and the Association of Media Producers.

Representation of persons with exceptionalities in educational material appears to exhibit many of the problems evidenced in studies of the treatment of sex roles and of various ethnic and racial groups in similar materials. A growing concern for the fair and adequate representation of persons with exceptionalities, and attention in the

education profession to mainstreaming, indicate the need for similar guidelines regarding the treatment of these persons in educational material.

Public Law 94-142, Education for All Handicapped Children Act of 1975, gives a special immediacy to this need. Signed into law November 29, 1975, the law mandates a zero reject policy with regard to the education of persons with exceptionalities. Further, the concept of least restrictive alternatives, as part of the law, reflects the view that the best education for all student is accomplished in an environment that will facilitate the learner's ability to participate in our society. Therefore, it can be expected that more students exhibiting marked human variation in physical, mental, and behavioral attributes in the everyday learning environment.

The intention of these guidelines is to assure that print and nonprint educational materials reflect a positive, fair, and balanced representation of persons with exceptionalities. It is expected that such representation will help all persons with and without exceptionalities to live their lives with a realistic and empathetic understanding of individual differences and abilities.

The guidelines rest on the assumption of the overall similarity of human wants and needs, and the recognition that each individual is unique.



ACCESSIBILITY FOR THE
HANDICAPPED

Legislation has been in effect since 1965 in South Dakota to remove barriers for the handicapped. Since 1971 the international symbol of access has been displayed at the entrance of public buildings and facilities if such structures have provisions to accommodate wheel-chair users.

Since approximately 18% of the population are affected by barriers, 7% directly and 11% by handicapped members in the family, it is a problem that needs long-term attention by educators. In new construction or remodeling of existing public school facilities, school librarians should be aware that the following state agencies must approve architectural plans before construction can begin: the State Fire Marshal, State Department of Health, the State Environmental Protection Agency and the State Superintendent of the Division of Elementary and Secondary Education.

If any questions arise, ask them during the planning stages not after the school library media facility has been erected.

The Checklist for Accessibility and research booklet Elimination of Architectural Barriers have been provided by the Sioux Falls Barrier Awareness project and are published with their permission.

The international symbol is shown for educational purposes with permission of Rehabilitation International USA.

The Checklist for School Library Media Centers was developed to begin to look at the accessibility of the facility. Other questions may be added as more observations are made.



Sioux Falls Barrier Awareness Project

Name of Facility _____ Type of Facility _____
Address _____ Phone _____
Owner/Manager _____ Date _____
Surveyor _____

1. **PARKING AREA:** N/A ☐ Comments: _____
Marked with handicapped symbols: Yes ☐ No ☐ 12' wide space: Yes ☐ No ☐ Area level: Yes ☐ No ☐
Close to facility: Yes ☐ No ☐ Curb Cut: Yes ☐ No ☐ Elsewhere: Yes ☐ No ☐ Comments: _____
2. **WALKS:** N/A ☐ Comments: _____
48" wide: Yes ☐ No ☐ Common surface; abrupt changes avoided: Yes ☐ No ☐
3. **RAMPS:** N/A ☐ Comments: _____
6' level surface at top: Yes ☐ No ☐ 6' level surface at bottom: Yes ☐ No ☐ Non-slip: Yes ☐ No ☐
Has 32" high handrail with smooth surface: Yes ☐ No ☐ One-way traffic-4' wide: Yes ☐ No ☐
Two-way traffic-6' wide: Yes ☐ No ☐
4. **DOORS AND CORWAYS:** N/A ☐ Comments: _____
32" minimum clearance (36" door): Yes ☐ No ☐ Easy Operation: Yes ☐ No ☐
Avoid abrupt changes in level at sill: Yes ☐ No ☐ 5'x5' level platform if door swings out: N/A ☐ Yes ☐ No ☐
3'x5' level platform is door swings in: N/A ☐ Yes ☐ No ☐
5. **TRAFFIC AREAS:** N/A ☐ Comments: _____
32" minimum clearance in aisles: Yes ☐ No ☐ 32" clearance through checkstands: N/A ☐ Yes ☐ No ☐
Avoids obstacles in pathway: Yes ☐ No ☐ Counters 32" maximum height: N/A ☐ Yes ☐ No ☐
Teller windows 36" high: N/A ☐ Yes ☐ No ☐ Adequate lighting and color contrast: Yes ☐ No ☐
Avoids overhangs attached to ceiling or wall, unless they have 7' clearance: Yes ☐ No ☐
6. **SEATING AREAS:** N/A ☐ Comments: _____
Easy access available: N/A ☐ Yes ☐ No ☐
7. **FITTING ROOMS:** N/A ☐ Yes ☐ No ☐ Comments: _____
8. **RESTROOMS:** N/A ☐ Comments: _____
4'8" minimum stall depth: Yes ☐ No ☐ Doors have 32" minimum clearance: Yes ☐ No ☐
Fixtures easy to use: Yes ☐ No ☐ Handrails on both side of stall: Yes ☐ No ☐
Wall mounted urinals with basin opening 19" from floor: Yes ☐ No ☐
Space for turning wheelchair around: Yes ☐ No ☐
9. **STAIRS AND STEPS:** N/A ☐ Comments: _____
Avoid abrupt nosing: Yes ☐ No ☐ Handrails 32" high: N/A ☐ Yes ☐ No ☐ Non-skid: Yes ☐ No ☐
Handrails extend 18" beyond top of stairs: Yes ☐ No ☐ 18" beyond bottom: Yes ☐ No ☐
Open risers eliminated: Yes ☐ No ☐ Uniform risers-7" or less in height: Yes ☐ No ☐
Uniform runs(11" preferred): Yes ☐ No ☐
10. **ELEVATORS:** N/A ☐ Comments: _____
Controls 48" or less from the floor: Yes ☐ No ☐ Telephone 48" or less from the floor: Yes ☐ No ☐
Cab size minimum 5'x5': Yes ☐ No ☐ Buttons labeled to the left with raised letters: Yes ☐ No ☐
Raised numbers located on door jamb and same side as controls to identify floors: Yes ☐ No ☐
11. **IDENTIFICATION AND WARNING SIGNALS:** N/A ☐ Comments: _____
Raised letters for identification of restroom doors: N/A ☐ Yes ☐ No ☐
Raised letters 1" high for room identification located on jamb opposite hinge: N/A ☐ Yes ☐ No ☐
Doors leading to hazardous areas have knurled knobs: N/A ☐ Yes ☐ No ☐
Warning devices have audible signals: N/A ☐ Yes ☐ No ☐ Visual signals: N/A ☐ Yes ☐ No ☐
Advertisements or announcements audible: N/A ☐ Yes ☐ No ☐ Visual: N/A ☐ Yes ☐ No ☐
12. **TELEPHONES:** N/A ☐ Comments: _____
Controls 48" or less from floor: Yes ☐ No ☐ Open and accessible: Yes ☐ No ☐
Equipped with a amplification or TTY for those with hearing disabilities: Yes ☐ No ☐
13. **GENERAL:** N/A ☐ Comments: _____
Does staff know sighted guide techniques and sign language: Yes ☐ No ☐
Does facility display accessibility symbol or other identification: Yes ☐ No ☐
Amplification or head phones for hard of hearing: Yes ☐ No ☐
Are items accessible or is a person available for assistance: Yes ☐ No ☐

THE SYMBOL OF ACCESS



The international symbol of access was adopted by Rehabilitation International in 1969, at its 11th World Congress on Rehabilitation of the Disabled. Rehabilitation International is a federation of national and international organizations providing rehabilitation services for the disabled in more than 60 countries.

The symbol should be used to indicate entrance ways that are wide enough to admit a wheelchair, entrances that are either ramped or at ground level, telephones and drinking fountains that can be reached by those in wheelchairs, parking spaces that are wide enough to permit transfer from vehicle to wheelchair, restrooms that have stalls which are wide enough for a wheelchair, and which have support bars, and any other facility which has been constructed under barrier-free design. The international symbol should never be used where architectural barriers exist.

The symbol of access is used to indicate accessibility for use by the handicapped, however, it is good to remember that better access for handicapped is better access for everyone.

CHECKLIST FOR SCHOOL LIBRARY MEDIA CENTERS

1. Does the location of the library media center make it easily accessible for all users?
2. Do libraries have study carrels and tables that are accessible by wheelchair users?
3. Is there a clear height of 28½ inches from the underside of the work surface of a carrel or table to the floor?
4. Are aisles between stacks wide enough to allow wheelchair passage? Is there a minimum space of three-four feet?
5. Do audio-visual rooms have ramps or levels for wheelchairs? Are they 36-48 inches wide? Is the ramp no higher than 1 inch rise for every one foot in length? Are rails 32 inches high?
6. Are reachers available so the handicapped can reach books on upper shelves?
7. Is a soundproof booth, carrel, or room available for the handicapped student to use tape recorders or talking book machines?
8. If turnstiles are used in the library media center, what alternatives are provided for occupants of wheelchairs?
9. In a large classroom group setting, do wheelchair students have access to a seating area other than the back row?
10. In a theater or auditorium, is there a level or ramped access to the stage?
11. Is the card catalog easily accessible to wheelchair users?
12. If there is a one-way ramp, is it 4 feet wide? If it is a two-way ramp, is it 6 feet wide?

The Elimination of Architectural Barriers

For the
Physically Handicapped

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Most architectural barriers, I've learned to
take in stride —
Those steps, those curbs and revolving
doors that make me stay inside.
I can live with water fountains that are
level with my ears;
And I've not used a phone booth for lo,
these many years,
But when it comes to restrooms, it really is
a blow
knowing that when I've gotta, I ain't gonna
get to go!
I burn the rubber off my wheels. I can
hardly wait.
My chair is 30 inches wide, the john door,
28.
Some plead for civil justice when they are
sat upon.
I ask for just one freedom — the right to
use the john!
I've thought about reforming and chang-
ing my evil ways;
To be a model of deportment for the
remainder of my days.
But then, when I get to heaven and sit
before the gate,
St. Peter will say, "You're 30 inches wide.
Our Pearly Gates are 28!"

PREFACE

This booklet was designed as a set of guidelines to be used by the City of Sioux Falls and the Community in evaluating proposals for the elimination of architectural barriers.

The degree to which these proposals are funded should be decided through an evaluation of the cost of change, versus the demand for barrier removal. Proof of the demand for barrier removal will insure that funds granted will be of maximum benefit to the community.

INTRODUCTION

We are living in a time of highly advanced health care practices. As a result of new drugs and operating techniques, an ever increasing number of people are now able to survive what in the past would have been fatal ailments.

The handicapped segment of our population has grown tremendously as a result of:

Better diets resulting in greater longevity for more people.

Greater mobility resulting in an increased percentage of accidents and injuries.

Increased amounts of leisure time and leisure time sports has resulted in an increased percentage of accidents.

As a consequence of the growing numbers of handicapped, there has been a push towards providing community environments which will allow the handicapped independent access and use of all public facilities.

The handicapped themselves are asserting that their civil rights are being abridged when physical barriers impede them from "normal" life activities.

The standards and criteria presented herein will assist the community in identifying particular barrier problems and solutions.

PRESENT STANDARDS AND REQUIREMENTS

All new buildings in the State of South Dakota which are constructed after July 1, 1965 and are financed with State, County, or Municipal Funds or funds of any political subdivision of the State, will conform to "American Standard Specifications for Making Buildings and Facilities Accessible to and Usable by the Physically Handicapped," approved by the American Standard Association, 1961.

Public buildings funded by non-governmental sources are not required to follow the American National Standards. However, in Sioux Falls these buildings must conform to the Uniform Building Code Standards for Accommodating Handicapped Individuals.

The standards given in this brochure meet or exceed those required by the ANS or Uniform Building Code. The standards represent an optimum situation for accommodating the handicapped rather than a minimum requirement, say, of the Uniform Building Code.

WHO ARE THE HANDICAPPED

It is important to know who the handicapped are. The knowledge of who we are designing for will make clear the purpose behind providing a barrier free environment.

A person who is disabled is handicapped to some degree in the performance of a particular activity that would be classified as "normal." When the physical barrier that prevents the disabled person from participating in a "normal" activity is removed, the person can no longer be considered as handicapped.

The following is a list of disabling conditions that provides a general description of the people that we are planning for:

Temporary Disability

- Fracture
- Pregnancy
- Movement of large heavy loads
- Convalescence from operation

Characteristic Condition

- Childhood Dwarfism
- Frailty due to old age
- Frailty due to physical size or build
- Gigantism
- Obesity

Long Established Condition

- Sight disabilities
- Hearing disability
- Non-ambulatory disabilities which confine the individual to a wheelchair.
- Semi-ambulatory disabilities due to which the individual walks, climbs, bends or stoops, reaches, waits or carries modest loads with difficulty.
- Coordinating disabilities due to brain, spinal or peripheral nerve injury.

STANDARDS TO WHICH VARIOUS MODIFICATIONS MUST BE MADE

The wheelchair is the most affected by design because of its fixed dimensions. In most situations, meeting the needs of the wheelchair user will meet the needs of everyone.

Parking Lots: Design for wheelchair.

Ramps & Walks: Design for wheelchair.

Floor Surfaces: Design for semi-ambulant.

Elevators: Design for wheelchairs.

Steps: Design for semi-ambulant.

Toilet Rooms: Design for wheelchair.

Controls: Design for wheelchair and blind.

Drinking Fountain: Design for wheelchair.

Phone: Design for wheelchair, blind and hard of hearing.

Hazards and Warnings: Design for deaf and blind.

PERFORMANCE CRITERIA FOR VARIOUS WHEELCHAIR USERS

Performance criteria are provided to allow for creative problem solving in unique and unusual situations. The dimensions, maneuvering space, and capabilities of an individual in a wheelchair are provided. It is then necessary to check existing conditions against the physical performance of a wheelchair user to arrive at a solution to the problem.

The best way to check any particular building for accessibility by the handicapped is to follow a typical path of movement through the building and note all impediments to motion and building use.

Arrival to Building: Parking stalls, dropoffs, curbs, sidewalk widths, slope materials.

Building Entrance: Stairs, Door widths, ramps, elevators.

Normal Building Functions: Accessibility and usability of the main functions of the building.

Supplementary Building Functions: Toilet rooms and associated equipment, drinking fountains, telephones, controls, snackbars, hazard warnings.

Performance Criteria:

Small Female—Illustration A, page 9
Average Adult—Illustration B, page 10
Youth, 9-12—Illustration C, page 11

PARKING AND PARKING LOTS

Quantity

Provide two specially designed spaces per lot, or 5% of total spaces — whichever is greater.

Location

Designated parking spaces should be located as close to building entrance as possible. Maximum recommended distance is 100 feet.

Drop-Off Zones and Parallel Parking Stalls

Stall width — 12'0".
Stall length — 24'0" — parallel parking
— 25' for drop-off (ASLA).
Drop-off Zone Width — 12'0".

90°, 60° and 45° Parking

Stall Width 9'0" with 4'0" pedestrian access between every other bay. (See Appendix "A" for discussion of stall width recommendations.)

Site Characteristics

Level surface should be provided for entering and exiting vehicle. If curb is present, provide ramp up to walk. (See Ramp criteria.) If no curb is present, provide bollards to separate auto and pedestrian circulation.

In-Lot Circulation

Pedestrian aisles should be an 8'0" width minimum if on grade. Provide a 10'0" minimum width for 6" raised aisle.

Signage

Identify special stalls as "Reserved for Handicapped Use." (See signage criteria.)

See Illustration D on page 12.

BUILDING APPROACH

Walks

4'0" minimum — one-way traffic.
5'0" minimum -- 6'0" preferred — two-way traffic.

Surface Materials

Walks should be designed to provide a firm, non-slip, regular walking surface.

Recommended Surfaces

Asphalt
Concrete
Tile brick in concrete

Characteristics:

Firm and regular surfaces for walking and moving wheeled vehicles.

Joints are kept to a minimum, less than 1/2" wide and filled.

Ice and snow removal possible without extensive damage to surfaces.

High installation costs, low maintenance costs.

Marginal Surfaces

Cobble Stones
Exposed aggregate
Flagstones
Sand-laid brick
Wood Deck
Wood disks in sand

Characteristics:

Irregular surfaces and wide joints make walking extremely difficult for people with mobility handicaps.

Joints easily trap crutch and cane tips, heels, narrow wheels.

Irregular surfaces make movement difficult for wheelchairs.

Moderate to high installation costs.
(Moderate maintenance requirements.)

Poor Surfaces

Earth
Crushed rock
Lawn grass
River rock
Soil cement
Tan bark

Characteristics:

Irregular surfaces and wide joints make walking extremely difficult for people with mobility handicaps.

Poor surfaces for wheelchairs.

The blind have difficulty with orientation.

Surfaces are susceptible to erosion

Surfaces can withstand only light traffic.

Construction Details and Miscellaneous

No downspouts should empty onto walkways.

Gratings, manholes, and like impediments should not be located on walks.

If drainage structures exist, they should lie flush to surface with openings not over 3/4".

Expansion and contraction joints should be minimal, 1/2" maximum.

Wheel stops should be provided where wheelchairs may roll into hazardous areas. These stops should be 2"-3" high, 6" wide, and, if necessary, have breaks in them every 5'0" to 10'0" to allow for water drainage.

Cross slopes for walks should be kept to a minimum in the path of a wheelchair user.

Walks with Gradients, Ramps

Walks with 0%-3% slope are considered ideal.

Walks with 3%-5% slope should have level rest areas at a maximum distance of 60'0" apart. (See Appendix "B" for a discussion on the spacing of rest areas.)

Rest areas provided off of the traveled path are helpful over long distances or where level areas in the walk are not possible.

Walks with 5% and Greater Slopes are Considered Ramps

The desired maximum slope for ramps is 8.33% — (1" in 12").

For ramps of 8.33%, level platforms, (5'0" min.) should be placed at 30'0" intervals and at every turn.

For ramps of lesser slope, platforms can be placed at greater intervals.

Ramps of greater than 8.33% are generally inaccessible to an independent wheelchair person.

See Illustration E on page 13.

Ramp Widths

One-way traffic — 4'0".
Two-way traffic — 6'0".

Railings

Provide handrails on at least one side (both sides if open on both sides) 32" above ramp surface. A second railing for children may be placed at 2'4".

Railings should be round or oval, 1½"-2" in diameter and made of smooth material.

Railings should extend 1'0" beyond the top and bottom of the ramp.

Ramp Construction

Ramps should be designed for a live load of 100 lbs./sq. ft.

A 6'0" level approach should be provided at the top and bottom of ramps.

Low curbs along the sides of ramps and landings should be provided as surfaces against which wheeled vehicles can turn to stop.

It is desirable for ramps to have a canopy or incorporate snow melting. Grooved surfaces should be avoided because they collect water and ice.

EXTERIOR STAIRS

Dissected Dimensions

Risers

4" minimum, 5¾" optimum, 6½" maximum.

A splayed riser with a non-projecting chamfered nosing is recommended (1½" max.).

Treads

11" minimum, non-slip surface.

*Sum of riser and tread should be 26"-27".

Handrails

Handrails should be placed 32" above tread and should extend 18" beyond top and bottom of stairs.

A second rail for children may be placed at 2'4".

Railings should be circular or oval, 1½"-2" diameter and smooth.

Provide 2" clearance from railing to wall. *South Dakota requires 1½" clearance for elderly (interior).

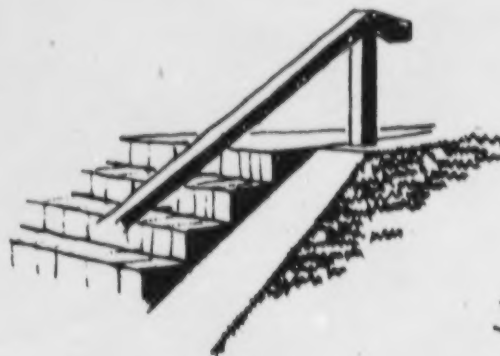
Handrails should be designed and secured to withstand a lateral force of 200 lbs.

Intermediate handrails for wide stairs should be placed evenly at not more than 88" intervals.

Cheek Walls

Raised cheek walls provide safety from falling off the edge of a set of stairs. Raised cheek walls, however, collect snow and debris and cause difficulty when removing snow.

Lowered cheek walls can be a hazard to the handicapped in slipping off the edge of steps, but allows for easy removal of snow.



Lowered cheek-wall stairs

Recommendations

If raised cheek walls are selected, snow removal and maintenance should be performed with thoroughness.

If lowered cheek walls are selected, care should be taken in railing placement to allow a safe distance between the walking surface and the edge of walk. Provide 4" min. between railing and edge of stair.

Stair Width

Two-way traffic — 48"-51".

Two people to pass one — 72"-75".

Each additional person — add 24".

Landings

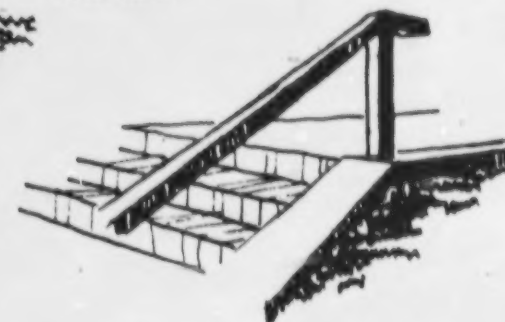
There should be a horizontal landing for every 48" of vertical ascent.

Landings should provide a resting spot out of the path of circulation.

A landing must be large enough to provide clearance beyond swinging doors.

See Illustration G & H on page 14.

Illustration F



Raised cheek-wall stairs

BUILDING ENTRANCES

At least one primary entrance to every building shall be usable by wheelchairs, and have access to an elevator if provided.

Doorways

The floor inside and outside of each doorway shall be level for distances of 5'0" from door and shall extend 1'0" on each side of the door.

Doors must have a minimum clear opening of 32" when door is in open position — See Illustration I on page 15.

A vestibule should have a minimum distance of 6'6" between doors.

(Night lighting should be provided in vestibule.)

Door sills should be flush with floor. ($\frac{3}{4}$ " maximum height of obstruction.)

Doors

Doors should require a maximum of 8 lbs. pressure to open.

Door handles should be 3'6" from floor (horizontal push levers are preferred to twist knobs).

Glass should be provided in all swinging 2-way doors. Lower edge of glass should be 3'0" from floor. Large glass areas should be marked for easy visibility.

Provide automatic doors for the fastest entry and exit. Provide manual auxiliary door closer hardware on all doors without automatic closers.

INTERIOR STAIRS

Dissented Dimensions

Risers

Minimum 4" — Optimum 6" — Maximum 7".

A splayed riser with a non-projecting chamfered nosing is ($1\frac{1}{2}$ " max.) recommended.

Treads

Minimum 10" — Optimum 12".

Tread surfaces should be non-slip, firm surfaces. Thick carpet may cause tripping.

Handrails

Handrails should be placed at 32" above tread, and should extend at least 18" beyond bottom of stairs.

A second railing may be provided for children at 2'4".

Railings on landing should be 42".

Railings should be circular or oval, $1\frac{3}{4}$ " to 2" in diameter and should have smooth surface.

Handrails should be designed and attached to withstand a lateral force of 200 lbs.

Provide a 2" hand clearance from railing to wall.

For wide stairs, railings should be placed evenly at a maximum of 88" intervals.

See Illustration J below

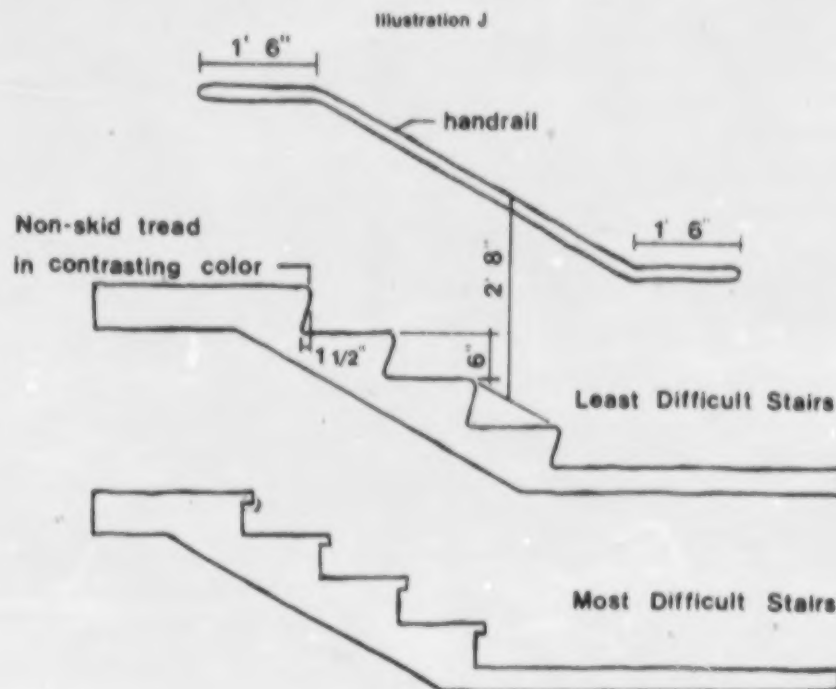
Overall Dimensions

Stair Widths:

Two-way traffic — 48"-51".

Two people to pass one 72"-75" each additional person.

Each additional person — add 24".



Landings

Landings should be placed every 72" of vertical ascent to provide a rest for the weak and elderly.

Landings should have a rest area out of the path of traffic.

For the near blind, landings and floor levels should be distinguished by color and texture.

Stairways should be well illuminated at all times. (5 foot candles minimum.)

INCLINED WHEELCHAIR LIFTS

Where wheelchair access to another floor is desired in a situation where a ramp or a conventional elevator would not be possible, an inclined wheelchair lift added to a set of stairs is a good solution.

Inclined wheelchair lifts can accommodate ambulant disabled people with a chair model or non-ambulant disabled people with a platform lift model.

Inclined chair lifts can be obtained to operate on most stairs.

ELEVATORS

Elevators should be installed in all buildings with public access of two or more floors. (Lesser changes in grade must be accomplished by ramps.)

Location

Elevator should be accessible on floor that handicapped enter building.

Dimensions

Minimum box size to accommodate a wheelchair is 5'0" deep by 5'6" wide.

No control should be placed more than 4'0" above the floor.

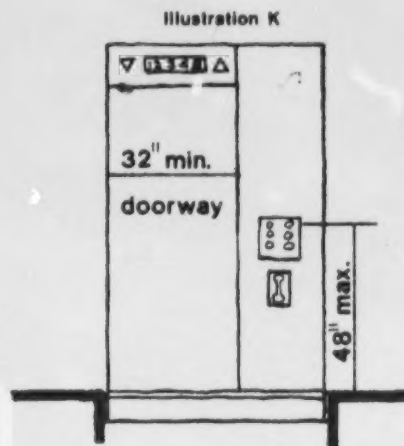
Special Features

Elevator should have safety edge with sensing device.

For the blind, control buttons should have raised or notched information adjacent to the buttons.

For the deaf, elevators should provide acoustic indicators so that vertical direction can be determined.

Elevators should be adjusted so that the elevator floor will stop flush with the floor.



No control to be placed above 48".

CORRIDORS

The recommended minimum width for 2-way traffic at interior corridors is 5'0".

Care should be taken so that furniture, equipment, etc., will not obstruct corridors, especially at corners.

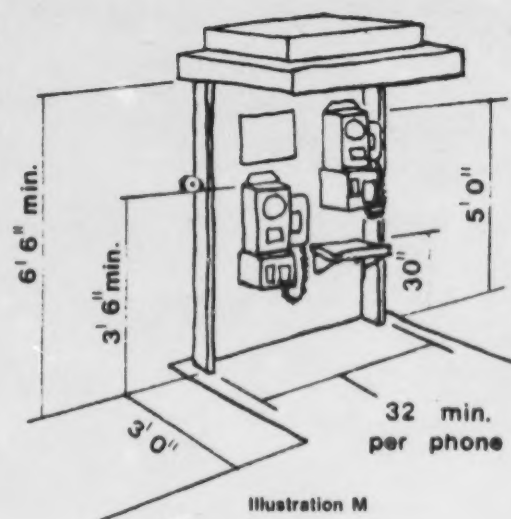
To provide for special and unusual situations, various turning requirements are given for a **standard wheelchair** and user.

See Illustration L on page 16.

COIN TELEPHONES

For handicapped use, telephones cannot be placed in booths.

For wheelchair users, the receiver should not be higher than 3'3" above the



floor and coin slots should not be higher than 3'0" above floor level.

Special Features

Provide provisions for Braille instructions.

Where need has been shown provide specially marked headsets with volume controls on headsets for the deaf.

Provide adequate lighting when overhangs are present.

Package rests with adequate clearance beneath are a convenience to everyone.

WATER FOUNTAINS

Water fountains or coolers should have upfront controls and spout.

Controls should be easy to use lever type.

A minimum vertical clearance of 29" beneath the fixture should be provided to allow wheelchair access.

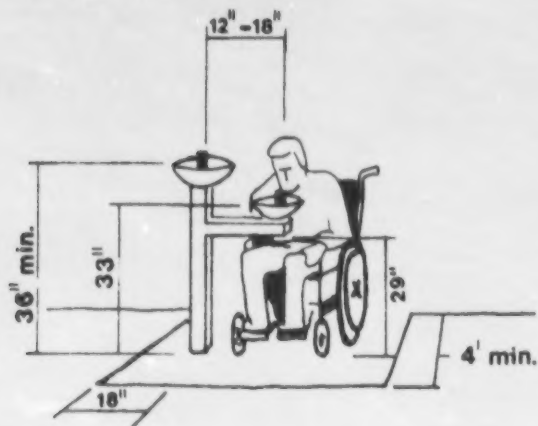
If fountain is recessed, the opening should be a minimum of 3 ft. wide.

Ideal nozzle height is approximately 33".

For outdoor fountains, a paved collar should be provided around fountain to prevent erosion and to allow easy wheelchair access.

Illustration N

EXTERIOR WATER FOUNTAIN



INTERIOR WATER FOUNTAIN



Fountain mounting dimensions are the same as for outdoors.

FLOOR SURFACES

Generalizations about floor surfaces are very risky because the requirements for various groups of disabled people are frequently in conflict. The planner must decide which functional characteristics are most important in a given situation and specify floor finishes accordingly.

Non-Slip Surfaces

For ambulant disabled people, it is important for floor surfaces to have satisfactory non-slip properties.

Slippery surfaces are particularly hazardous to stick and crutch users.

Floor surfaces which **look** slippery, although they may not be, should be avoided.

Surface Resilience

For ambulant disabled provide a comfortable floor with felt or sponge backing.

For wheelchair users, a non-resilient surface is desired.

For the blind, noisy and resonant floor surfaces are preferred.

Carpeting

Carpets should be well fitted and secured to the floor.

Wall to wall carpeting is preferred to loose carpets.

For old people and others prone to accidental falls, carpeting minimizes the risk of injury.

Deep pile carpeting should be avoided where wheelchairs will be used.

See Copy B on page 17.

TOILET ROOMS

See Illustration P on page 18.

Water Closet Stalls

Dimensions

Water closet stall doors should swing out and have an open clearance of 32".

Stall Dimensions

Stall dimensions should be 3'4" wide by 5'6" deep. (See Appendix "C" for discussion.)

For lateral transfer — 4'10" wide x 5'0" deep.

Grab Bars

Grab bars should be placed on each side of stall, 33" high and parallel with the floor.

The grab bar should have a 1½" outside diameter with 1½" clearance between rail and wall and should be fastened securely at ends and center.

Add rail at rear if stall is over 40" wide.

Water Closet

The water closet should be of the wall mounted type with a seat height of 20".

Urinals

In appropriate toilet room at least one urinal should be mounted with opening of basin 19" from floor.

Lavatory

Toilet rooms should have lavatories with narrow aprons which when mounted at standard heights are usable by individuals in wheelchairs.

Clearance to the bottom of the apron should be 2'6".

Under the lavatory, hot water line and trap should be insulated.

Faucet handles should be easily operated. Lever operated faucets are preferred to twist handles.

Mirrors, Towel Racks and Shelves

An appropriate number of mirrors should be provided with the bottom edge no more than 36" above the floor.

An appropriate number of shelves, towel racks and other related devices should be located no more than 40" above the floor.

CONTROLS

Light switches and other switches associated with "normal" activities should be placed between 3'0" and 3'6" above the floor with unobstructed access.

Lever handles are preferred over rotating knobs.

Controls should not be placed below 1'9" (preferred min. 2'4").

HAZARDS

Overhead Obstructions

Signs, fixtures, door closers, etc., should provide a minimum ground clearance of 7'0".

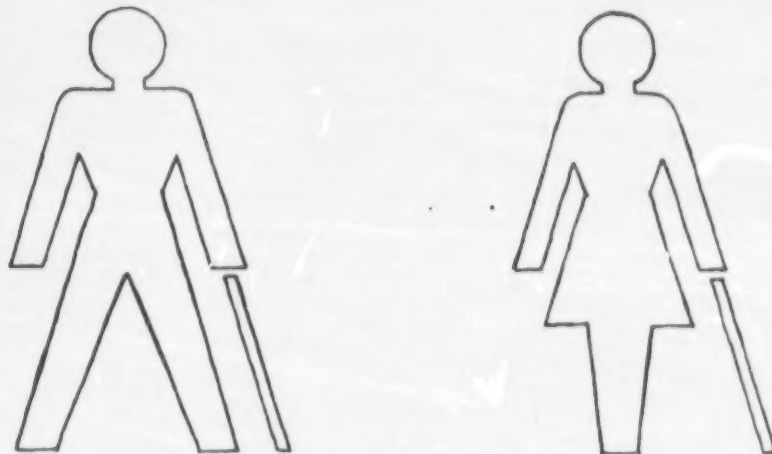
Alarms

Where alarms are needed, visual signals should be provided for the deaf, and audible signals should be provided for the blind.



Universal
Symbol for handicapped access

Illustration Q



Symbols for semi-ambulant access

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SIGNAGE

Where special facilities are provided for use by disabled people, it is important that the intended users be aware of their existence, the use of special signs is advocated to identify such facilities.

The incorporation of semi-pictorial signs is recommended. Two basic symbols are suggested, one identifying facilities for **ambulant disabled people** and the other identifying facilities for **wheelchair users**.

Functions:

These signs have 5 purposes

For identifying suitable entrance facilities.

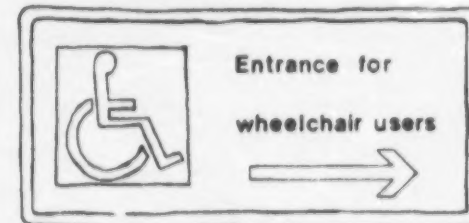
For identifying suitable vertical circulation facilities.

For identifying suitable rest facilities.

For identifying reserved car parking facilities for the disabled.

For advertising the availability of special facilities in buildings, or the arrangements made for disabled people to use buildings.

Illustration R



74

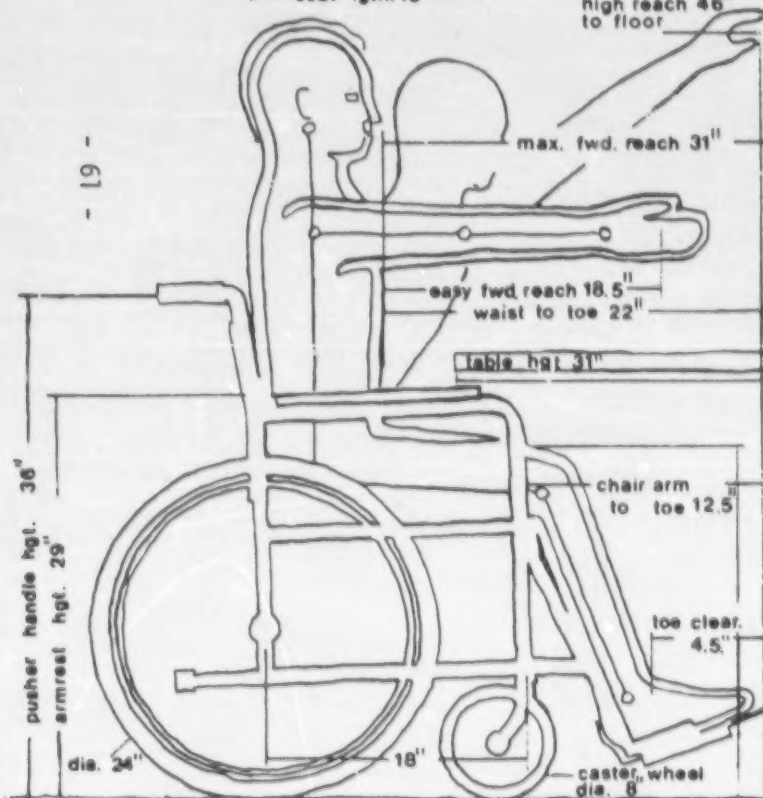
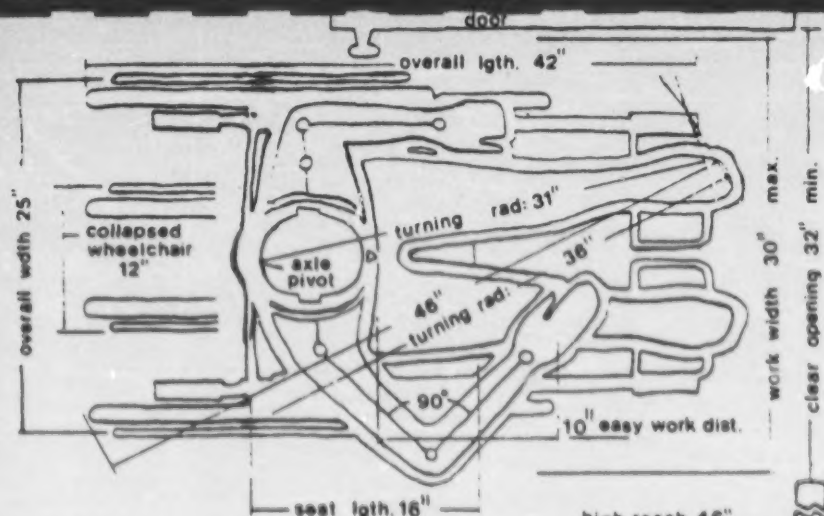
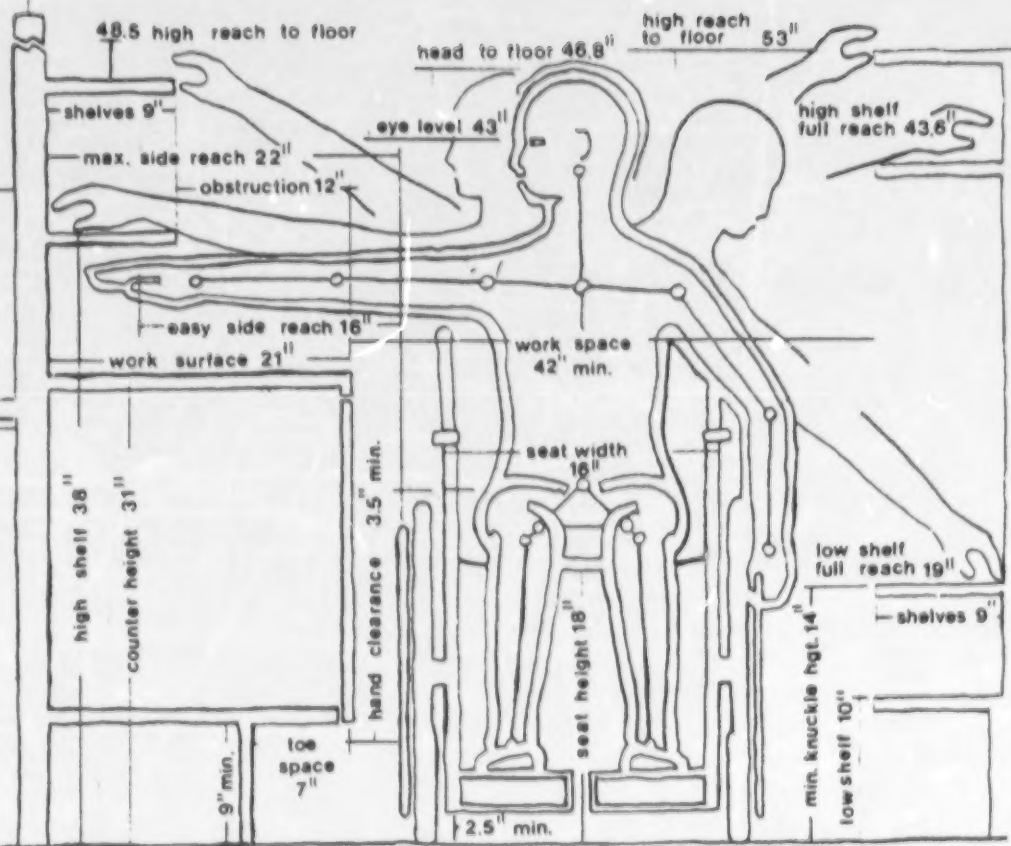


Illustration A **PERFORMANCE CRITERIA** Small Female



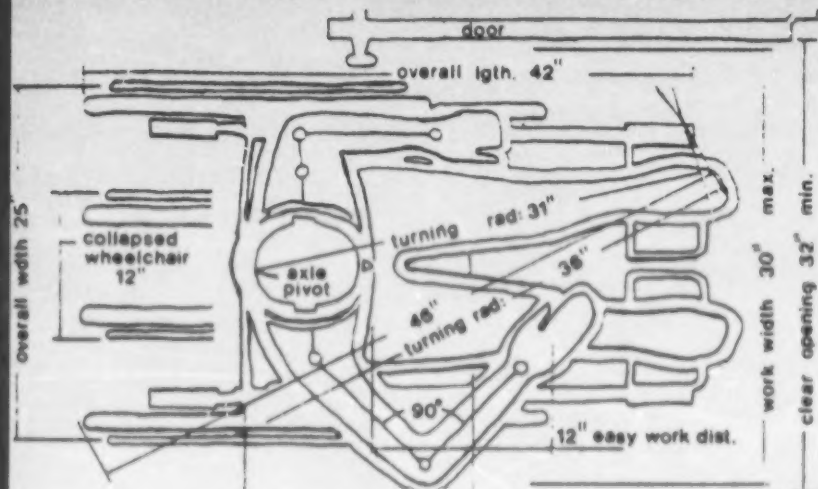


Illustration B PERFORMANCE CRITERIA

Average adult

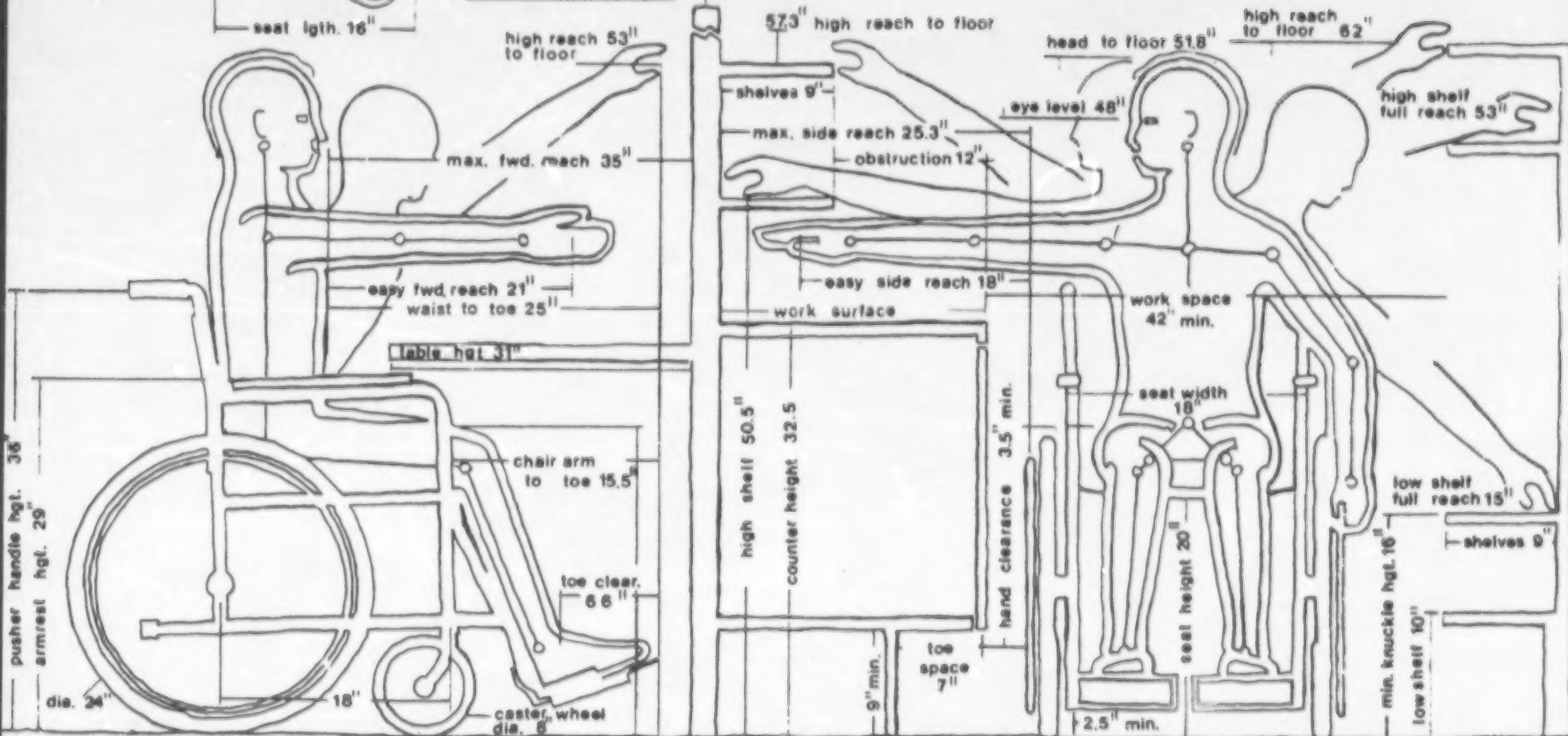
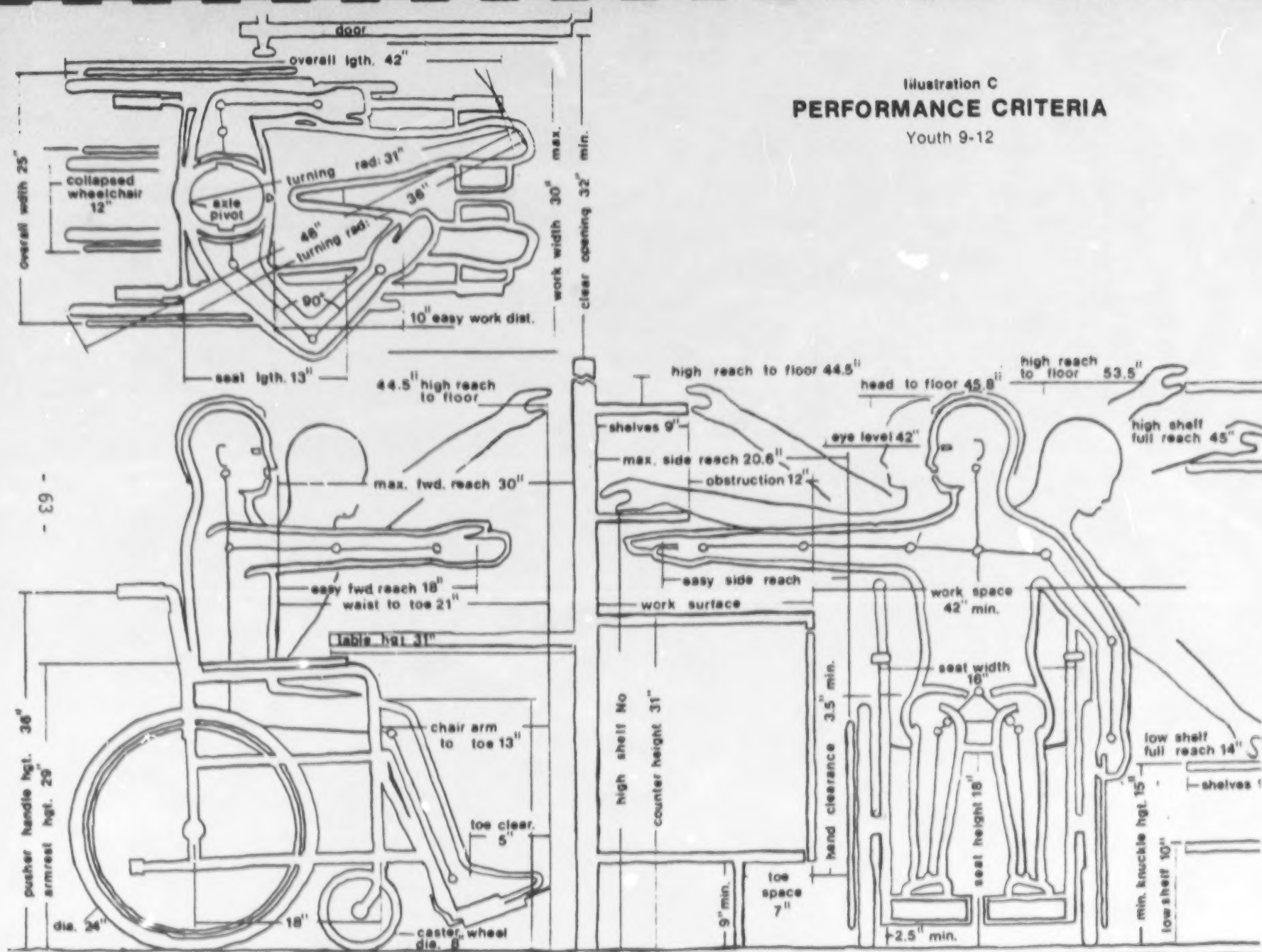


Illustration C
PERFORMANCE CRITERIA

Youth 9-12



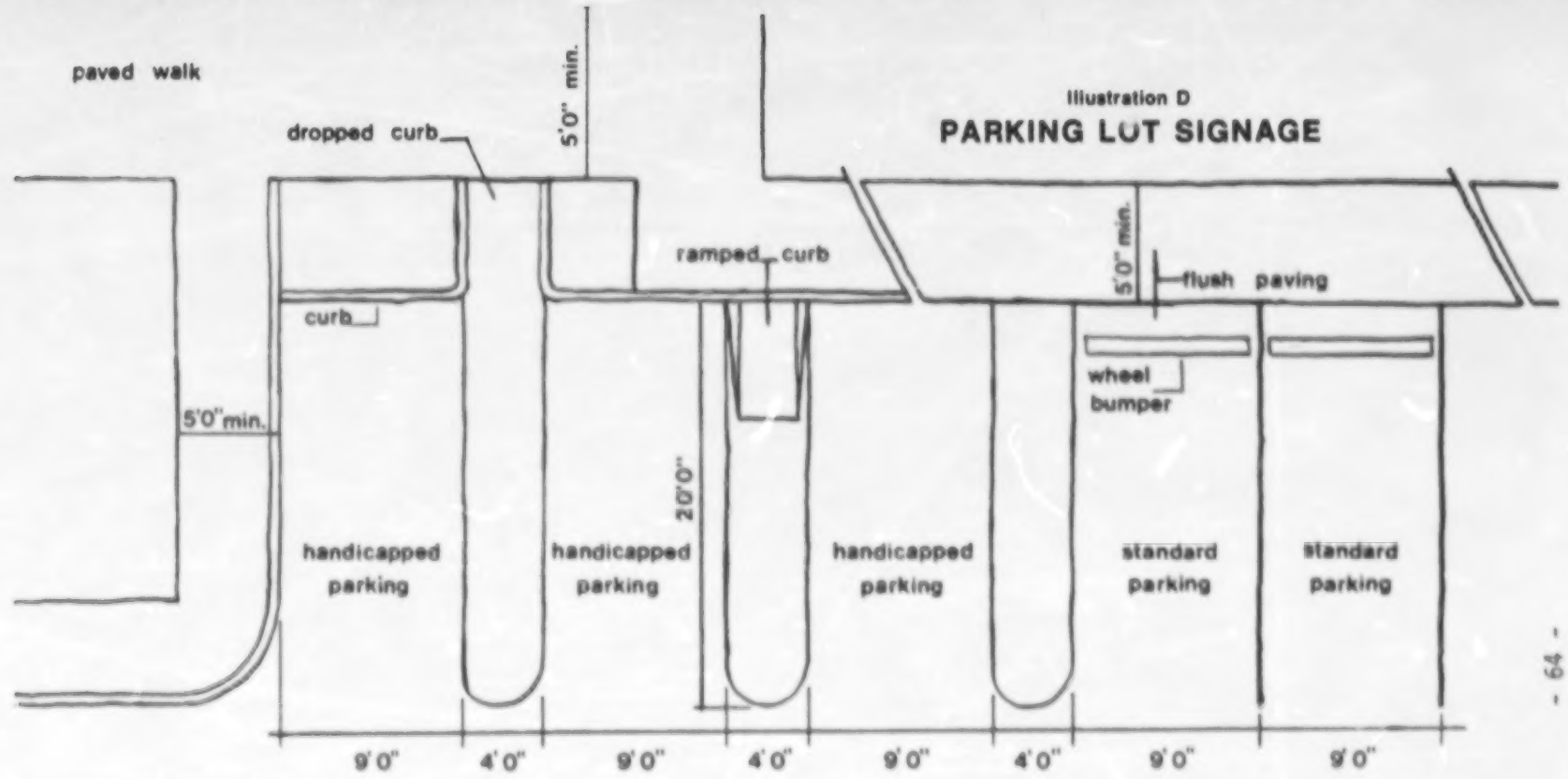
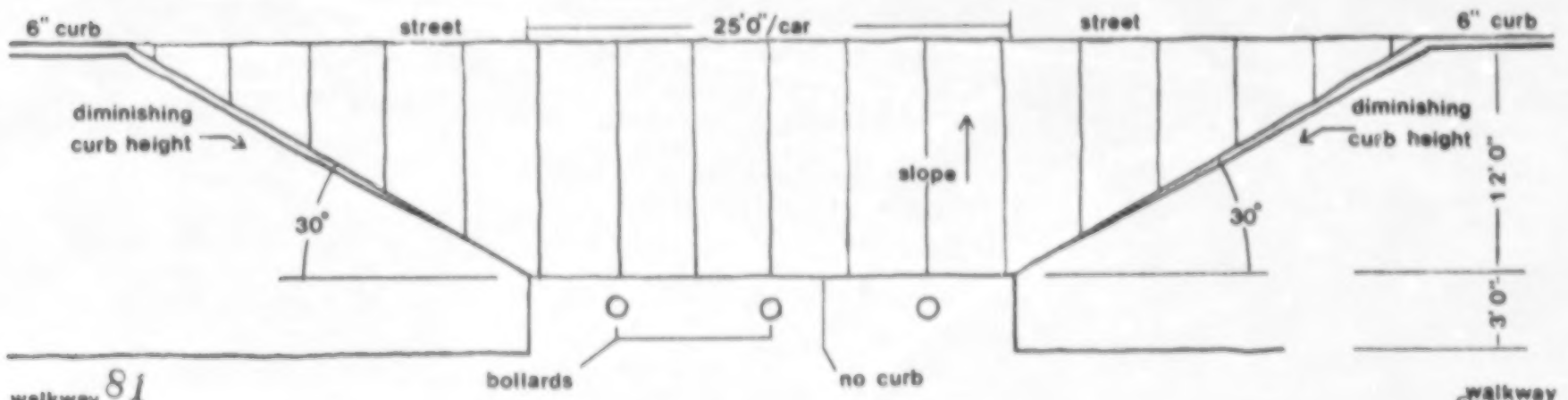


Illustration D
PARKING LOT SIGNAGE

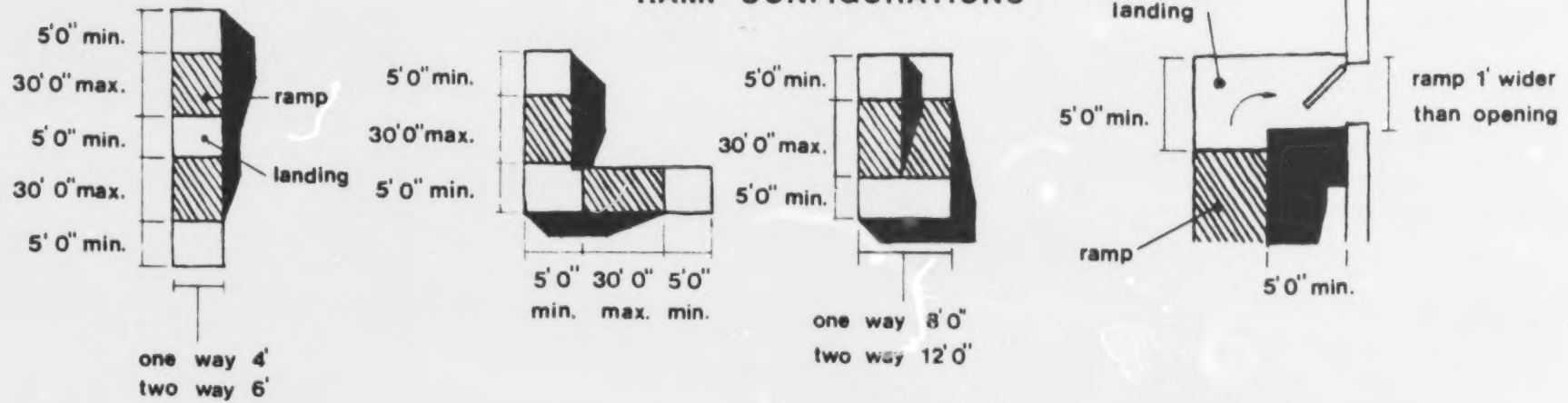
- 64 -



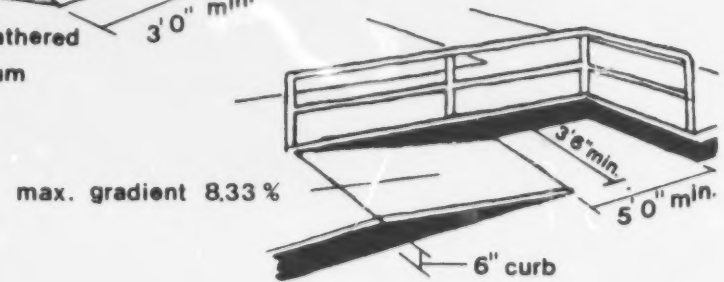
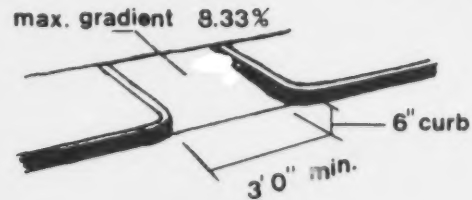
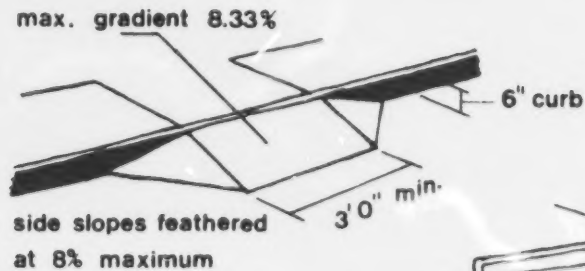
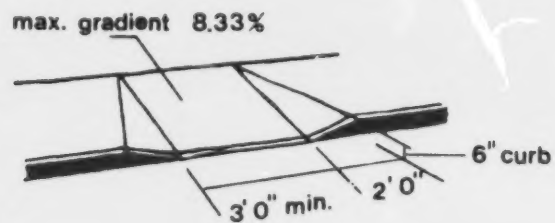
walkway 81

walkway 82

Illustration E
RAMP CONFIGURATIONS



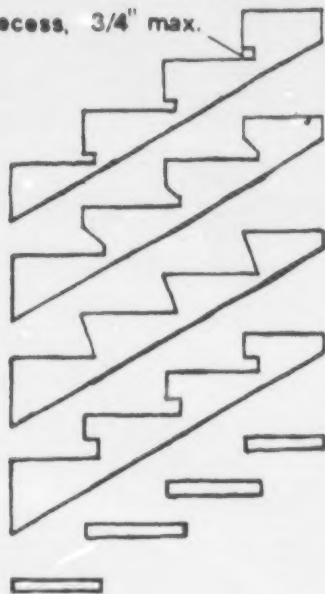
CURB RAMPS



OUTDOOR STEP TYPES

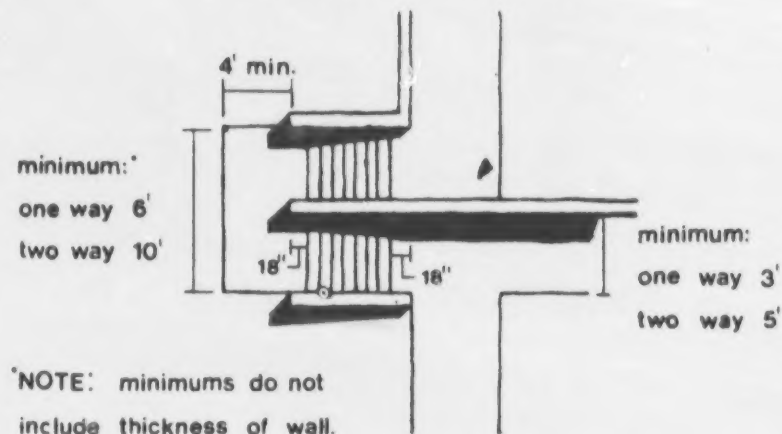
Illustration G

Recess, 3/4" max.



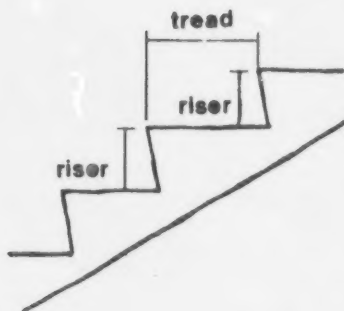
1. Acceptable if recess is kept to minimum.
2. Acceptable if nosing is provided with 45° bevel below.
3. Acceptable
4. Not acceptable; recesses can catch toes of shoes.
5. Open treads not acceptable for same reasons as above.

OUTDOOR LANDINGS



OUTDOOR RULES OF THUMB

Illustration H



- A. $2 \text{ risers} + 1 \text{ tread} = 26'' - 27''$
- B. max. riser height = $6 \frac{1}{2}''$
- C. min. tread depth = $11''$

HEIGHT BETWEEN LANDINGS

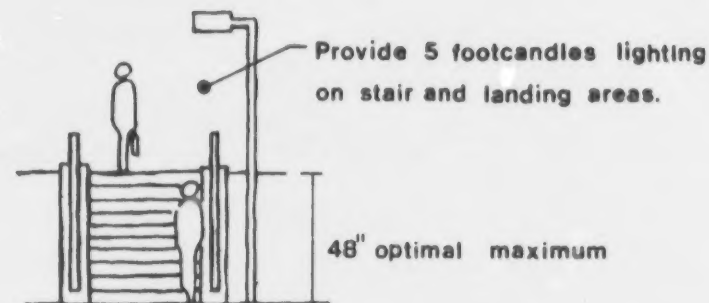
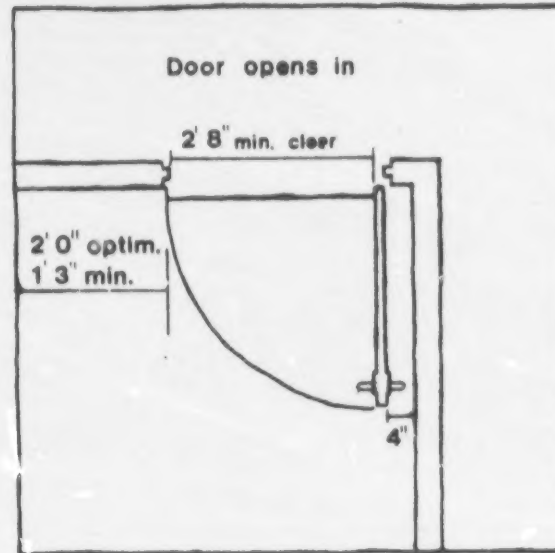
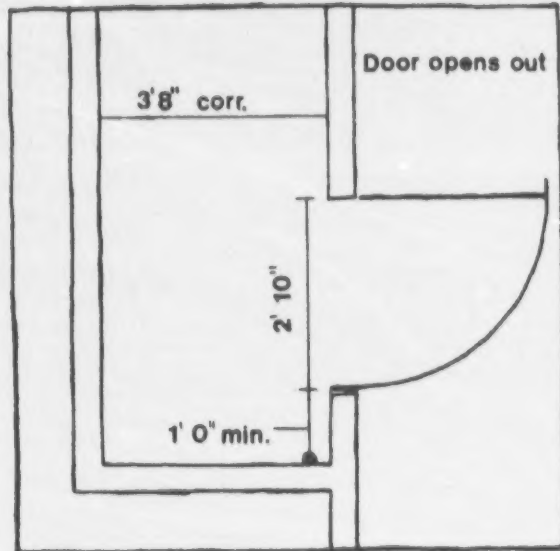


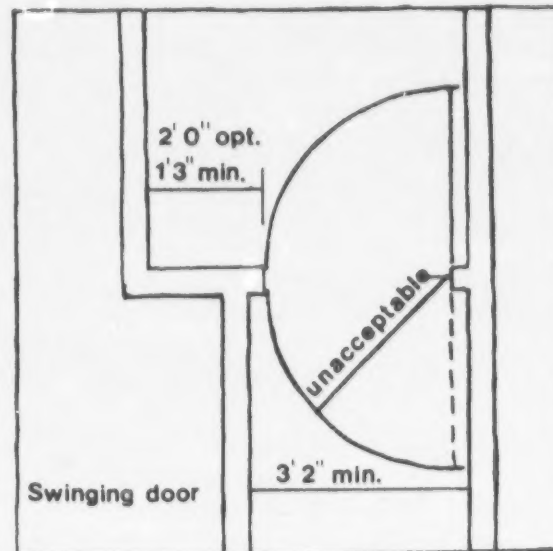
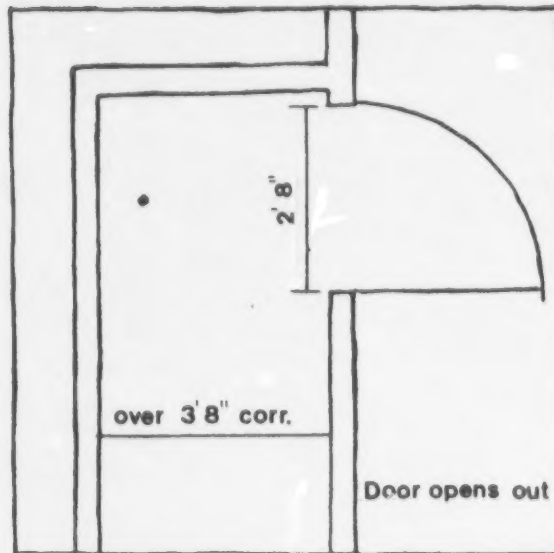
Illustration I
DOORWAY CRITERIA



horizontal push lever



preferred type



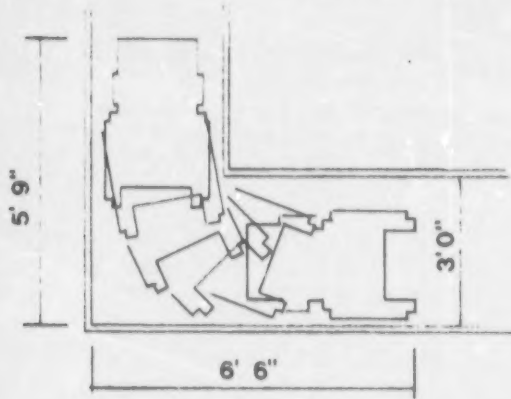
twist knob



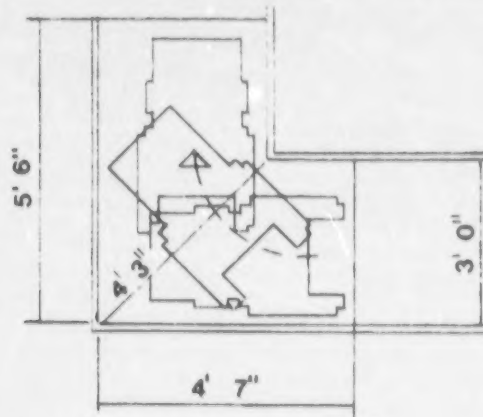
Swinging doors are dangerous
for the handicapped.

CORRIDOR DIMENSION CRITERIA

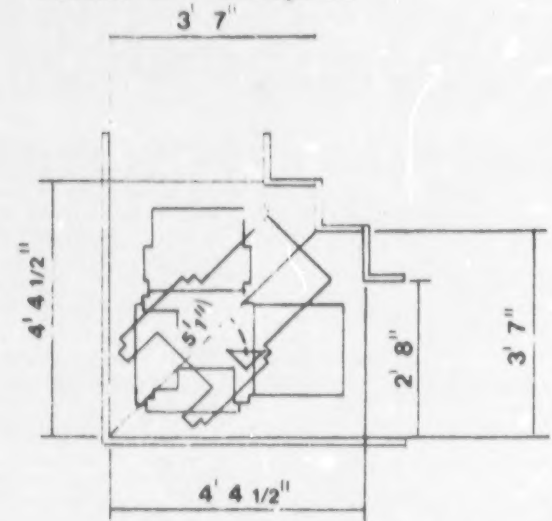
Continuous turn through 90°



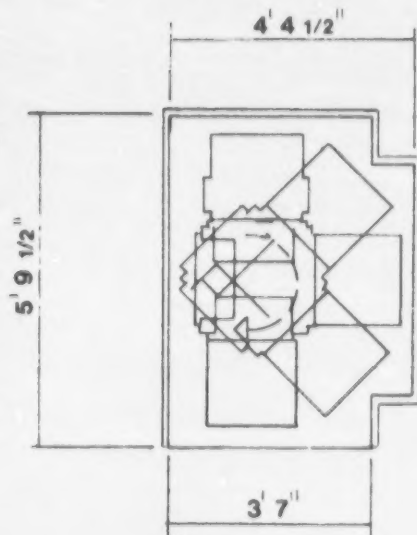
Foreward turn through 90° (preferred min.)



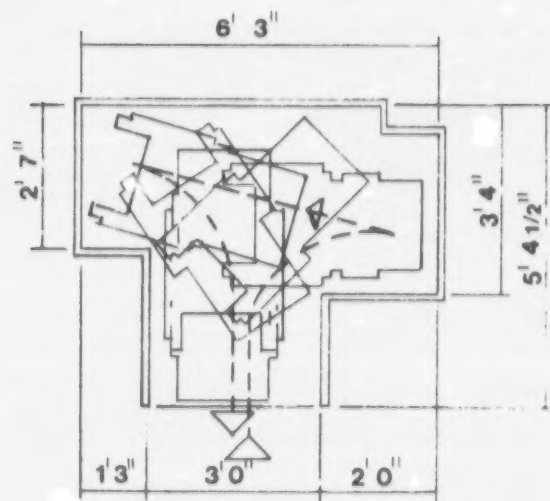
Reverse turn through 90°



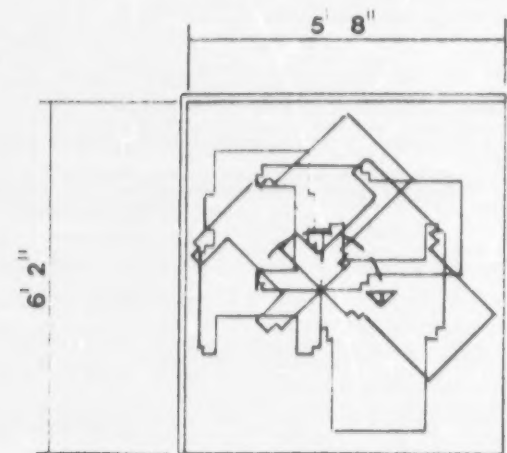
Turn through 180°



3 point turn



Wheel pivot turn through 90°



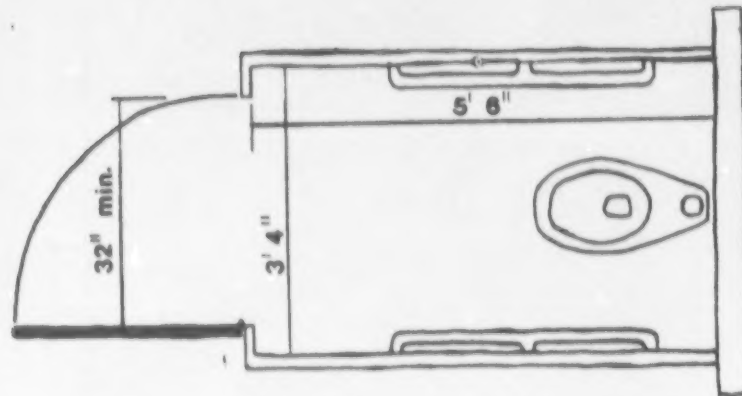
Copy B
COMPARATIVE ANALYSIS
OF FLOOR SURFACES

	Non-Slip Characteristics			Resilience	Ease of	Resistance	Resistance	Resistance	Resistance	Warmth	Suitability for
	Dry	Wet	Polished	(Comfort)	Cleaning	to Water	to Wear	to Residual Indentations	to Marks		Underfloor Heating
Claytiles (including quarry tiles)	G-VG	F	—	VP	G	VG	G-VG	VG	F-G	VP-P	yes
Cork	VG	F-G	F-G	VG	F	F	G	VP-P	F	VG	yes
Granolithic	G-VG	G	—	VP	G	VG	VG	VG	G	VP	no
Linoleum	G	P	F	F-G	G	P	G	P-F	F	G	yes
PVC sheet and tile	G-VG	P	F	F-VG	G	F-VG	F-VG	F-G	F	F-G	yes
Rubber sheet and tile	VG	P	P-F	VG	G	G	G-VG	F-G	P	G	no
Terrazzo	G	VP	VP	VP	G	VG	F-VG	VG	G	VP	tiles: yes in situ: no
Thermoplastic	G	P	F	P-F	F-G	G-VG	F	P-F	P-F	F	yes
Vinyl asbestos	G	P	F	P-F	G-VG	G	G	F	G	F	yes
Softwood	G-VG	P-G	P-F	F	F-G	P-F	P-F	F-G	P-F	VG	no
Hardwood	G	F	VP-P	P-F	G	P	F-VG	F-VG	G	G	yes
Carpet	VG	—	—	VG	F	VP	VP-P	P-F	VP	VG	yes

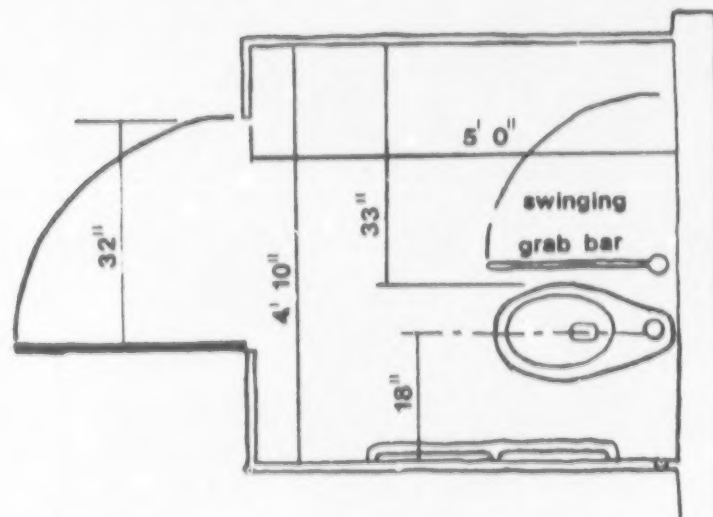
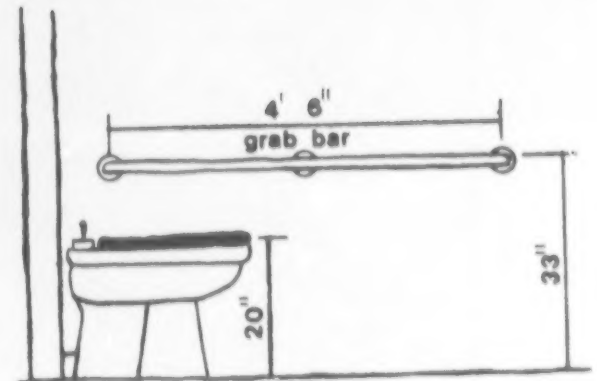
VG—very good G—good F—fair P—poor VP—very poor

In a number of instances a precise rating is not given; this is because the properties of individual materials may vary according to:
a-composition b-thickness, c-whether a backing is provided, d-environmental conditions, e-circumstances and method of laying.

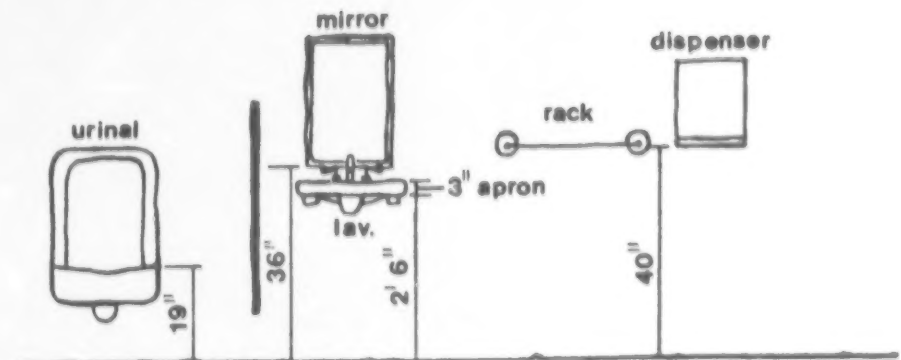
Illustration P
TOILET ROOM CRITERIA



Forward transfer water closets



Lateral transfer water closets



Toilet room facilities

APPENDIX "A"

In researching dimensions of handicap parking stalls, discrepancies were found in various sources.

The ANSI requirement is for a minimum 12'0" stall. This requirement doesn't distinguish between the stall and the loading space.

The President's Committee on the Employment of the Handicapped suggests a 9'0" stall plus a 4' pedestrian access between every other bay.

The ASLA recommends an overall stall width of 12'6" to 13'0". If for some reason the lot is being designed for ambulant disabled people and not for wheelchair people, the parking stall can be designed to a 10'0" minimum.

The recommendation made by the President's Committee on the Employment of the Handicapped is the standard that was chosen for this booklet because it clearly delineates the loading zone and pedestrian access. It also provides for convenient and unobstructed access to a curb ramp.

APPENDIX "B"

In researching ramp criteria, discrepancies were found in gradient maximums and in the spacing of rest platforms.

The maximum recommended ramp gradient is 8.33%, (1" in 12") but the Uniform Building Code allows ramps up to 10% in certain situations. Where ramps with slopes of greater than 8.33% are necessary, level rest areas should be provided every 15'. For walks of 5% slope, the President's Committee on the Employment of the Handicapped recommends a 60' maximum spacing of level rest areas and the ASLA recommends a 100' maximum spacing of level areas.

APPENDIX "C"

When researching dimension criteria for toilet room stalls, the following discrepancies were found.

The President's Committee on the Employment of the Handicapped recommended 3'4" wide by 4'10" to 5'6" deep.

The ANSI recommended 3'0" wide by 4'8" to 5'6" deep.

The Rehabilitation Services Administration recommended 3'0" wide by 5'0" deep.

The type of demand which exists in any particular building will determine the required water closet stall dimensions.

For independent wheelchair users in public spaces, the requirements recommended are:

Door opening — 32".

Stall dimensions — 3'4" wide by 5'6" deep.

Grab bars on both sides of stall.

Seat height should be 20" from floor.

For semi-independent wheelchair users in public spaces, the requirements recommended are:

Door opening — 32".

Stall dimensions — 4'10" wide by 5'0" deep to allow room for assistance in lateral transfer.

Grab bars on side of stall closet to water closet and on rear wall.

Seat height should be 20" from floor.

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The Royal Institute of British Architects. **Designing for the Disabled**. McGraw Hill Book Company, 1967.

Henry Dreyfuss Associates. **Human Scale 1/2/3 Manual**. MIT Press, 1974.

American Institute of Architects, The Rehabilitation Services Administration. **Into the Mainstream — a syllabus for a Barrier-free Environment**.

American National Standards Institute. **Specifications for Making Buildings and Facilities Accessible to and Usable by the Physically Handicapped**. Published by AM National Standards, 1961.

Henry Dreyfuss. **Symbol Source Book**, McGraw Hill Book Co., 1972.

International Conference of Building Officials. **Uniform Building code**, International Conference of Building Officials, 1973.

Architectural Graphics Standards, John Wiley & Sons, Inc., 1970.

Arts and the Handicapped, an issue of access, Educational Facilities Laboratories, 1975.



ORGANIZATIONS
RELATING TO BARRIER-FREE
ENVIRONMENT

ORGANIZATIONS RELATED TO BARRIER-FREE ENVIRONMENT

Accent on Living Magazine
P.O. Box 726
Bloomington, Illinois 61701

Administration on Aging, DHEW
330 C Street, S.W.
Washington, D.C. 20201

Alexander Graham Bell Association for the Deaf, Inc.
3417 Volta Place, N.W.
Washington, D.C. 20036

American Academy of Physical Medicine and Rehabilitation
1425 West Fairview Avenue
Dayton, Ohio 45406

American Association for Health, Physical Education and Recreation
1201 - 36th Street, N.W.
Washington, D.C. 20036

American Association for Rehabilitation Therapy
P.O. Box 93
North Little Rock, Arkansas 72116

American Association for World Health
777 United Nations Plaza
New York, New York 10017

American Association of Retired Persons/
National Retired Teachers Association
1909 K Street, N.W.
Washington, D.C. 20006

American Association of Workers for the Blind, Inc.
1511 K Street N.W.
Washington, D.C. 20005

American Association on Mental Deficiency
5201 Washington Avenue, N.W.
Washington, D.C. 20015

American Cancer Society, Inc.
521 West 37th Street
New York, New York

American Coalition of Citizens With Disabilities
1346 Connecticut Avenue, N.W.
Room 308
Washington, D.C. 20036

American Congress of Rehabilitation Medicine
30 North Michigan Avenue
Chicago, Illinois 60602

American Corrective Therapy Association
25 Barnes Court
Hampton, Virginia 22364

American Diabetes Association, Inc.
1 East 45th Street
New York, New York

American Foundation for the Blind, Inc.
75 West 16th Street
New York, New York 10011

American Hearing Society
919 - 18th Street, N.W.
Washington, D.C.

American Heart Association, Inc.
44 East 23rd Street
New York, New York 10010

American Hospital Association, Inc.
840 North Lake Shore Drive
Chicago, Illinois

American Institute of Architects
7315 Wisconsin Avenue, N.W.
Washington, D.C. 20014

American Leprosy Missions, Inc.
297 Park Avenue South
New York, New York 10010

American Medical Association
535 North Dearborn Street
Chicago, Illinois 60610

American National Red Cross
17th and D Streets, N.W.
Washington, D.C. 20006

American Occupational Therapy Association
6000 Executive Boulevard
Rockville, Maryland 10852

American Organization for Rehabilitation Through Training Federation
871 Broadway
New York, New York 10003

American Orthotics and Prosthetics Association
1440 N Street, N.W.
Washington, D.C. 20005

American Osteopathic Association
212 East Ohio Street
Chicago, Illinois

American Physical Therapy Association
1156 - 15th Street, N.W.
Washington, D.C. 20005

American Podiatry Association
20 Chevy Chase Circle
Washington, D.C. 20015

American Printing House for the Blind, Inc.
1839 Frankfort Avenue
Louisville, Kentucky 40206

American Psychiatric Association
1700 - 18th Street, N.W.
Washington, D.C. 20009

American Public Health Association
1015 - 18th Street, N.W.
Washington, D.C. 20036

American Rehabilitation Committee
21 East 21st Street
New York, New York 10010

American Rehabilitation Foundation
1800 Chicago Avenue
Minneapolis, Minnesota 55404

American Speech and Hearing Association
9030 Old Georgetown Road
Washington, D. C. 20014

American Veterans Committee
1333 Connecticut Avenue, N.W.
Washington, D.C. 20036

AMVETS (American Veterans of WWII, Korea, and Vietnam)
1710 Rhode Island Avenue, N.W.
Washington, D.C. 20036

Architectural Barrier Removal Information Center
East Central University
Ada, Oklahoma 74820

Architectural Barriers Committee
6473 Grandville
Detroit, Michigan 48228

Arthritis and Rheumatism Foundation
Ten Columbus Circle
New York, New York

Arthritis Foundation
1212 Avenue of the Americas
New York, New York 10036

Association for Advancement of the Blind and Retarded
164-09 Hillside Avenue
Jamaica, New York 11432

Association for Children with Learning Disabilities
5225 Grace Street
Pittsburgh, Pennsylvania 15236

Association of Handicapped Artists
1134 Rand Building
Buffalo, New York 14203

Association of Medical Rehabilitation Directors and Coordinators
4258 Havana Ave., S. W.
Grand Rapids, Michigan 49508

Association of Rehabilitation Centers, Inc.
828 Davis Street
Evanston, Illinois

Athletes for the Blind
152 W. 42nd Street
New York, New York 10036

Blinded Veterans Association
1725 DeSales Street, N.W.
Washington, D.C. 20036

Boy Scouts of America
Scouting for the Handicapped Division
New Brunswick, New Jersey 08902

Braille Institute of America, Inc.
741 North Vermont Avenue
Los Angeles, California 90029

Braille Technical Press, Inc.
980 Waring Avenue
New York, New York 10469

Bureau of Education for the Handicapped
U.S. Office of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Bureau of Outdoor Recreation, DOI
Washington, D.C. 20240

Catholic War Veterans of the United States
2 Massachusetts Avenue, N.W.
Washington, D.C. 20001

Committee for Purchase from the Blind and Other Severely Handicapped
2009 North 14th Street
Arlington, Virginia 22201

Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Council of Organizations Serving the Deaf
Wilde Lake Village, No. 310
Columbia, Maryland 23044

Council of State Administrators of Vocational Rehabilitation
1522 K Street, N.W., Suite 836
Washington, D.C. 20005

Deafness Research Foundation
366 Madison Avenue
New York, New York 10017

Disabled American Veterans
3725 Alexandria Pike
Cold Spring, Kentucky 41076

Epilepsy Foundation of America
1828 L Street, N.W.
Washington, D.C. 19936

Family Service Association of America
44 East 23rd Street
New York, New York 10010

Federation of the Handicapped, Inc.
211 West 14th Street
New York, New York 10011

Fifty-Two Association of New York, Inc.
147 East 50th Street
New York, New York 10022

Fight for Sight, Inc.
National Council to Combat Blindness, Inc.
41 West 57th Street
New York, New York 10019

Franklin Institute Research Laboratories
Center for the Enhancement of the Capabilities of the Handicapped
Twentieth and Parkway
Philadelphia, Pennsylvania 19103

Gallaudet College
Florida Avenue at 7th Street, N.E.
Washington, D.C. 20002

Gerontological Society
660 South Euclid Street
St. Louis, Missouri 63110

Gerontological Society
One Dupont Circle, Suite 520
Washington, D.C. 20036

Girl Scout of the U.S.A.
Program for Disabled Girls
830 Third Avenue
New York, New York 10022

Goodwill Industries of America, Inc.
9200 Wisconsin Avenue, N.W.
Washington, D.C. 20014

Guide Dog Foundation for the Blind
109 - 19 - 72nd Avenue
Forest Hills, New York 11375

Hadley School for the Blind
700 Elm Street
Winnetka, Illinois 60093

Handicapped Artists of America, Inc.
8 Sandy Lane
Salisbury, Massachusetts 01950

Handy-Cap Horizons, Inc.
3250 E. Loretta Drive
Indianapolis, Indiana 46227

Housing Committee for the Physically Handicapped
c/o Department of Social Services
Room 6111 - Harlem Hospital Center
506 Lenox Avenue
New York, New York 10037

Human Resources Center
Willets Road
Albertson, New York 11507

ICD Rehabilitation and Research Center
340 East 24th Street
New York, New York 10010

Indoor Sports Club
1145 Highland Street
Napoleon, Ohio 43545

Industrial Home for the Blind
57 Willoughby Street
Brooklyn, New York 11200

Information and Research Utilization Center, AAHPER
1201 16th Street, N.W.
Washington, D.C. 20036

Information Center on Exceptional Children
The Council for Exceptional Children
1499 Jefferson Davis Highway
Suite 900
Arlington, Virginia 11101

Institute for Crippled and Disabled
400 First Avenue
New York, New York 10030

Institute of Rehabilitation Medicine
400 East 34th Street
New York, New York 10016

Interface: Human Factors Design Consultants
Box 5688
Raleigh, North Carolina 27607

International Association of Laryngectomees
219 East 42nd Street
New York, New York 10017

International Association of Rehabilitation Facilities
5530 Wisconsin Avenue, N.W.
Suite 955
Washington, D.C. 20015

International Cystic Fibrosis Association
521 Fifth Avenue
New York, New York 10017

International Handicappers Net
Post Office Box R
San Gabriel, California 91778

Jewish Braille Institute
110 East 30th Street
New York, New York 10016

Jewish War Veterans of the USA
1712 New Hampshire Avenue, N.W.
Washington, D.C. 20009

Joint Handicapped Council
720 West 181st Street
New York, New York 10033

Joseph P. Kennedy Jr. Foundation
1701 K Street N.W., Suite 205
Washington, D.C. 20006

Junior National Association of the Deaf
Gallaudet College
Washington, D.C. 20002

Just One Break
373 Park Avenue South
New York, New York 10016

Kessler Institute for Rehabilitation
1199 Pleasant Valley Way
West Orange, New Jersey 07052

Library of Congress
Division for the Blind and Physically Handicapped
Washington, D.C. 20542

Maryland School for the Blind
3501 Taylor Avenue
Baltimore, Maryland 21236

Maryland Workshop for the Blind
Andrews Air Force Base
Suitland, Maryland

The Menninger Foundation
3617 West 6th Street
Topeka, Kansas 66601

Mobility On Wheels
717 Fern Court
Virginia Beach, Virginia 23451

Muscular Dystrophy Associations of America, Inc.
810 Seventh Avenue
New York, New York 10019

Myasthenia Gravis Foundation, Inc.
2 East 103rd Street
New York, New York 10029

National Amputation Foundation
12-45 - 150th Street
Whitestone, Long Island, New York 11357

National Association for Mental Health, Inc.
1800 No. Kent Street
Arlington, Virginia 22209

National Association for Retarded Children, Inc.
2709 Avenue E
P.O. Box 6109
Arlington, Texas 76011

National Association for the Visually Handicapped
3201 Balboa Street
San Francisco, California 94121

National Association of Concerned Veterans (NACV)
1900 L Street, N.W. #314
Washington, D.C. 20036

National Association of Hearing and Speech Agencies
814 Thayer Avenue
Silver Spring, Maryland 20910

National Association of Retarded Children
420 Lexington Avenue
New York, New York

National Association of Sheltered Workshops and Homebound Programs, Inc.
1029 Vermont Avenue, N.W.
Washington, D.C.

National Association of State Directors of Veterans Affairs
211 West Campbell Avenue
Roanoke, Virginia 24011

National Association of State Mental Health Program Directors
1001 Third Street, S.W.
Washington, D.C. 20024

National Association of the Deaf
814 Thayer Avenue
Silver Spring, Maryland 20910

National Association of the Physically Handicapped
6473 Grandville Avenue
Detroit, Michigan 48828

National Center for a Barrier-Free Environment
3401 Connecticut Avenue, N.W.
Washington, D.C. 20015

National Center for Deaf-Blind Youths and Adults
105 Fifth Avenue
New Hyde Park, Long Island, New York 11040

National Child Research Center
3209 Highland Place, N.W.
Washington, D.C. 20008

National Children's Center, Inc.
6200 Second Street, N.W.
Washington, D.C. 20011

National Congress of Organizations of the Physically Handicapped
7611 Oakland Avenue
Minneapolis, Minnesota 55423

National Cystic Fibrosis Research Foundation
3379 Peachtree Road, N.E.
Atlanta, Georgia 30326

National Easter Seal Society for Crippled Children and Adults, Inc.
2023 West Ogden Avenue
Chicago, Illinois 60612

National Education Association
1201 Sixteenth Street, N.W.
Washington, D.C. 20006

National Federation of the Blind
218 Randolph Hotel Building
Des Moines, Iowa 50309

National Foundation - March of Dimes
1275 Mamaroneck Avenue
White Plains, New York 10605

National Health Council
1740 Broadway
New York, New York 10019

National Inconvenienced Sportsmen's Association
3736 Walnut Avenue
Carmichael, California 95608

National Industries for the Blind
15 West 16th Street
New York, New York

National Industries for the Severely Handicapped
4350 East-West Highway
Bethesda, Maryland 20014

National Multiple Sclerosis Society
257 Park Avenue South
New York, New York 10010

National Paraplegia Foundation
333 North Michigan Avenue
Chicago, Illinois 50601

National Recreation and Park Association
1601 North Kent Street
Arlington, Virginia 22209

National Rehabilitation Association
1522 K Street, N.W.
Washington, D.C. 20005

National Safety Council
444 North Michigan Avenue
Chicago, Illinois 60611

National Society for the Prevention of Blindness, Inc.
79 Madison Avenue
New York, New York 10016

National Therapeutic Recreation Society
1501 North Kent Street
Arlington, Virginia 22209

National Tuberculosis and Respiratory Disease Association
1740 Broadway
New York, New York 10019

National Wheelchair Athletic Association
40-24 - 62nd Street
Woodside, New York 11377

Open Doors for the Handicapped
1013 Brintell Street
Pittsburg, Pennsylvania 15201

Paralyzed Veterans of America, Inc.
7315 Wisconsin Avenue, N.W.
Suite 301-W
Washington, D.C. 20014

People-to-People Health Foundation, Inc.
The Project HOPE
2233 Wisconsin Avenue, N.W.
Washington, D.C. 20007

Perkins School for the Blind
175 North Beacon Street
Watertown, Massachusetts 02172

President's Committee on Employment of the Handicapped
Committee on Barrier-Free Design
Washington, D.C. 20200

President's Committee on Mental Retardation
7th and D Streets, S.W.
Washington, D.C. 20201

Prince George's County Association of Retarded Children
6101 28th Avenue
Marlow Heights, Maryland 20031

Professional Rehabilitation Workers with the Adult Deaf, Inc.
905 Bonifant Street
Silver Spring, Maryland 20910

Project Volunteer Power
1028 Connecticut Avenue, N.W.
Washington, D.C. 20036

Public Interest Law Center
1315 Walnut Street - Suite 1600
Philadelphia, Pennsylvania 19107

Rehabilitation International
122 E. 23rd Street
New York, New York 10010

Rehabilitation Services Administration
Department of Health, Education, and Welfare
330 C Street, S.W.
Washington, D.C. 20201

Sertoma Foundation
Professional Office Building, Suite 401-B
800 Montclair Road
Birmingham, Alabama 35213

Sister Elizabeth Kenny Foundation
1800 Chicago Avenue
Minneapolis, Minnesota

Social and Rehabilitation Service
330 C Street, S.W.
Washington, D.C. 20201

Social Security Administration
6401 Security Boulevard
Baltimore, Maryland 21235

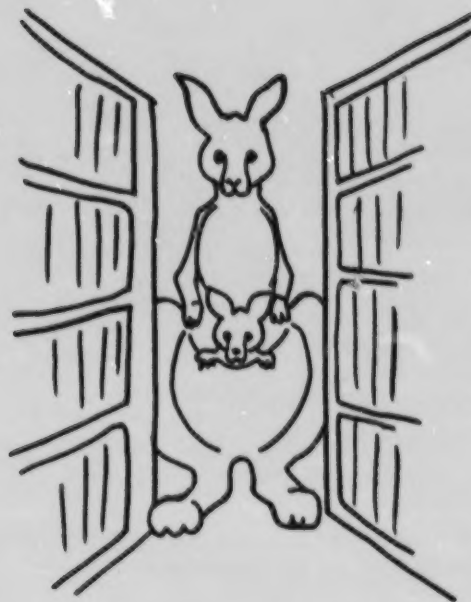
Society for the Rehabilitation of the Facially Disfigured, Inc.
550 First Avenue
New York, New York 10016

United Cerebral Palsy Associations, Inc.
66 East 34th Street
New York, New York 10016

United States Wheelchair Sports Fund
40-24 - 62nd Street
Woodside, New York 11377

Veterans Administration
810 Vermont Avenue, N.W.
Washington, D.C. 20420

Veterans of Foreign Wars of the United States
34th and Broadway
Kansas City, Missouri 64111



PERIODICALS
RELATING TO BARRIER-FREE
ENVIRONMENT

PERIODICALS RELATED TO BARRIER-FREE ENVIRONMENTS

Accent on Living
P.O. Box 726
Gillum Road & High Drive
Bloomington, Illinois 61701
\$2.50 a year, 75 cents a copy
Quarterly

Achievement: The National Voice of the Disabled
The Achievement Disabled Action Group, Inc.
925 N.E. 122nd Street
North Miami, Florida 33161
Monthly periodical, \$3.00 a year

Aging
DHEW, GPO
\$2.50 a year, 30 cents a copy
Monthly

American Archives of Rehabilitation Therapy
American Association for Rehabilitation Therapy
6704 Incas Drive
North Little Rock, Arkansas 72116
\$6.00 a year, \$1.50 a copy
Quarterly

American Corrective Therapy Journal
(Formerly Journal of the Association of Physical and Mental Rehabilitation)
American Corrective Therapy Association
4015 Broadway, No. 21
Houston, Texas 77017
\$12.00 a year to nonmembers, \$18.00 to institutions and libraries
Bimonthly

American Journal of Occupational Therapy
American Occupational Therapy Association
251 Park Avenue South
New York, New York 10010
\$10.50 a year, U.S., Canada, Mexico
\$12.50 institutions, \$2.00 a copy
8 issues a year

The American Record
DHEW/RSA
Bimonthly, since September 1975

Amicus
National Center for Law and the Handicapped, Inc.
1235 N. Eddy Street
South Bend, Indiana 46617
Bimonthly

Archives of Physical Medicine and Rehabilitation
American Congress of Rehabilitation Medicine
30 North Michigan Avenue
Chicago, Illinois 60602
\$15.00 a year, \$1.50 a copy
Monthly

Aspirations
Illinois Governor's Committee on the Handicapped
160 N. LaSalle Street, Room 318
Chicago, Illinois 60601

Braille Monitor
National Federation of the Blind
Box 11185
Kansas City, Kansas 66111
Monthly (in print, braille, and talking book discs)

Bulletin of Prosthetics Research
GPO, VA
Cost varies with issue
Irregular

Chairperson
WIN
5635 East 71st Street
Tulsa, Oklahoma 74136
Bimonthly

Challenge: Recreation and Fitness for the Mentally Retarded
AAHPER
Unit on Programs for the Handicapped
1201 16th Street, N.W.
Washington, D.C. 20036
\$4.00 a year, \$1.00 a copy
5 issues a year

COPH Bulletin
National Congress of Organizations for the Physically Handicapped
7611 Oakland Avenue
Minneapolis, Minnesota 55423
\$1.50 a year, 50 cents a copy
Quarterly

Crusader
United Cerebral Palsy Association
Public Relations Department
66 East 34th Street
New York, New York 10016
Bimonthly

DAV Magazine
Disabled American Veterans, National Headquarters
P.O. Box 14301
Cincinnati, Ohio 45214
\$3.00 a year
Monthly

The Deaf American
National Association of the Deaf
814 Thayer Avenue
Silver Spring, Maryland 20910
\$6.00 a year
11 issues a year

Developmental Medicine and Child Neurology
J.B. Lippincott Company
East Washington Square
Philadelphia, Pennsylvania 19105
\$17.00 a year, single issues varied prices
Bimonthly

DSH Abstracts
Deafness, Speech and Hearing Publications
American Speech and Hearing Association
9030 Old Georgetown Road
Washington, D.C. 20014
\$20.00 a year, \$5.50 a copy
Quarterly

Easter Seal Communicator
National Easter Seal Society
Bimonthly

Education of the Visually Handicapped
Association for the Visually Handicapped
1839 Frankfort Avenue
Louisville, Kentucky 40206
\$6.00 a year, \$3.00 a copy
Quarterly

Exceptional Children
Council for Exceptional Children
1411 South Jefferson Davis Highway
Suite 900, Jefferson Plaza
Arlington, Virginia 22202
\$10.00 a year for non-members
10 issues a year (monthly except June and August)

The Exceptional Parent
Psy-Ed Corporation
P.O. Box 101
Back Bay Annex
Boston, Massachusetts 02117
\$12.00 a year, \$2.00 a copy
6 issues a year

Excerpta Medica, Section XIX: Rehabilitation and Physical Medicine
Excerpta Medica Foundation
Nassau Building
228 Alexander Street
Princeton, New Jersey 08540
\$40.00 a year
Monthly

Green Pages-Newsmagazine for the Handicapped
The Green Pages, Inc.
641 W. Fairbanks Avenue
Winter Park, Florida 32789
\$1.75 per issue, \$6.00 per year.

Handy-Cap Horizons
3250 East Loretta Drive
Indianapolis, Indiana 46227

International Rehabilitation Review
International Society for Rehabilitation of the Disabled
122 East 23rd Street
New York, New York 10010
Published in English, French, Spanish, and Japanese editions
Quarterly

Journal of Rehabilitation
National Rehabilitation Association
1522 K Street, N.W.
Washington, D.C. 20005
\$5.00 a year, \$1.00 a copy
Bimonthly

Journal of Rehabilitation of the Deaf
Professional Rehabilitation Workers with the Adult Deaf
814 Thayer Avenue
Silver Spring, Maryland 20910
\$10.00 membership yearly
Quarterly

Journal of Special Education
Subscription Department
3515 Woodhaven Road
Philadelphia, Pennsylvania 19154
\$12.00 a year
Quarterly

Journal of Speech and Hearing Disorders
American Speech and Hearing Association
9030 Old Georgetown Road
Washington, D.C. 20014
\$33.00 a year, \$9.00 a copy
Quarterly

Journal of the American Medical Association
535 North Dearborn Street
Chicago, Illinois 60610
\$18.00 a year
Weekly

Mental Retardation Abstracts
GPO
\$4.50 a year, \$1.25 a copy
Quarterly

Mental Retardation News
National Association for Retarded Citizens
2709 Avenue E. East
Arlington, Texas 76011
\$3.50 a year, 35 cents a copy
Monthly (except July and August)

MR/Mental Retardation
American Association on Mental Deficiency
49 Sheridan Avenue
Albany, New York 12210
\$7.00 a year to nonmembers, \$1.50 a copy
Bimonthly

Muscular Dystrophy News
Muscular Dystrophy Association of America
1790 Broadway
New York, New York 10019
3 issues a year

Nat-Cent News
The Helen Keller National Center for Blind-Deaf Youths and Adults
111 Middle Neck Road
Sands Point, New York 11050

National CF News Bulletins
National Cystic Fibrosis Research Foundation
3379 Peachtree Road, N.E.
Atlanta, Georgia 30326
Irregular

National Hookup
536 Mason Street
Riverside, California 92503
\$1.50 a year
Monthly

New Horizons
New Horizons, Inc.
2150 Corbin Avenue
New Britain, Connecticut 06050
Semi-annual

New Outlook for the Blind
American Foundation for the Blind
15 West 16th Street
New York, New York 10011
\$6.00 a year (for all editions-inkprint, braille, and recorded), 60 cents a copy
10 issues

New World for the Physically Handicapped
California Association for the Physically Handicapped
P.O. Box 22552
Sacramento, California 95822
\$3.00 a year
Monthly newsletter

OHD Currents: News from the Office of Human Development
DHEW (OHD)
Series

Orthotics and Prosthetics
American Orthotic and Prosthetic Association
1440 N Street, N.W.
Washington, D.C. 20005
\$6.50 a year
Quarterly

Ostomy Quarterly
United Ostomy Association
1111 Wilshire Boulevard
Los Angeles, California 90017
\$6.00 a year
Quarterly

Paraplegia Life
National Paraplegia Foundation
333 N. Michigan Avenue
Chicago, Illinois 60601
Bi-monthly, \$4.00 a year

Paraplegia News
Editorial and Business Office
935 Coastline Drive
Seal Beach, California 90740
\$3.50 a year, 30 cents a copy, back issues 50 cents a copy
Monthly

Performance
PCEH
Monthly

Physical Therapy
American Physical Therapy Association
1156 15th Street, N.W.
Washington, D.C. 20005
\$12.00 a year, \$2.00 a copy
Monthly

The Pipeline
Spina Bifida Association of America
104 Festone Avenue
New Castle, Delaware 19720

The Pointer
P.O. Box 131
Syracuse, New York 13210
\$4.50 a year, \$1.50 a copy
3 issues a year

Polling
United Cerebral Palsy of New York City Inc.
122 E. 23rd Street
New York, New York 10010
Twice a year

Programs for the Handicapped
DHEW
Monthly or more often

Rehabilitation Counseling Bulletin
American Rehabilitation Counseling Association
Division of American Personnel and Guidance Association
1607 New Hampshire Avenue, N.W.
Washington, D.C. 20009
\$7.00 a year, \$2.00 a copy
Quarterly

Rehabilitation Gazette

4502 Maryland Avenue

St. Louis, Missouri 63108

No subscription price, but a suggested donation of \$4.00 a copy from the non-disabled; \$2.00 from the disabled

One issue a year

Rehabilitation Literature

National Easter Seal Society

\$12.50 a year, \$1.25 a copy

Monthly

Rehabilitation Psychology

American Psychological Association

Division 22, P.O. Box 2604

Tempe, Arizona 85285

\$15.00 a year

Quarterly

Rehabilitation Research and Practice Review

Arkansas Rehabilitation Research and Training Center

University of Arkansas

Fayetteville, Arkansas 72701

Quarterly

Report: National Center for a Barrier Free Environment

National Center for a Barrier-Free Environment

8401 Connecticut Avenue

Washington, D.C. 20015

Bi-monthly newsletter

Squeaky Wheel

National Paraplegia Foundation

333 North Michigan Avenue

Chicago, Illinois 60601

Teaching Exceptional Children

Council for Exceptional Children

1411 Jefferson Davis Highway

Arlington, Virginia 22202

\$5.00 a year

Quarterly

Therapeutic Recreation Journal

National Therapeutic Recreation Society

1601 North Kent Street

Arlington, Virginia 22209

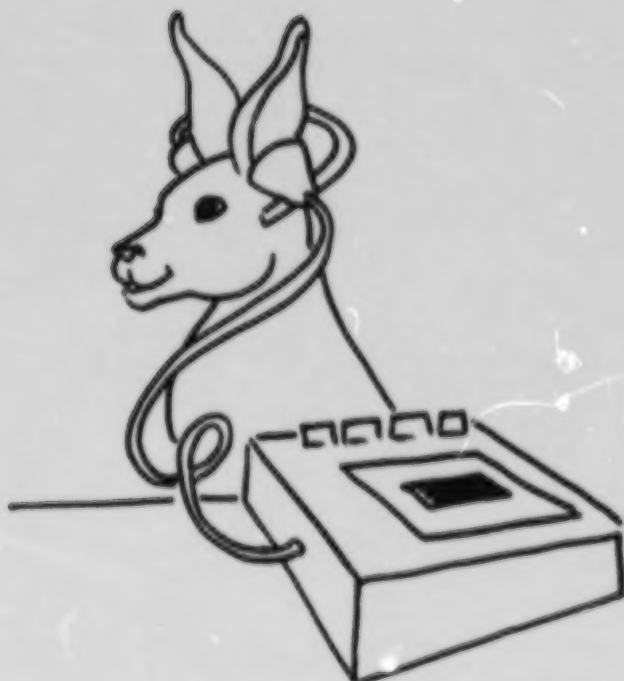
\$4.00 a year to nonmembers

Quarterly

Trends for the Handicapped
The Park Practice Program
National Recreation and Park Association
1601 N. Kent Street
Arlington, Virginia 22209
Bimonthly

Wisconsin Homemaker
Wisconsin Division of Vocational Rehabilitation
Homecraft Office, 1 West Wilson Street, Room 720
Madison, Wisconsin 53702
Monthly (except July and August)

Word from Washington
United Cerebral Palsy Association, Inc.
Governmental Activities Office
Chester Arthur Building
425 I Street
Washington, D.C. 20001
Monthly newsletter, free



ORGANIZATIONS
RELATING TO THE
HEARING IMPAIRED

SOURCES FOR INFORMATION AND MATERIALS ABOUT THE HEARING IMPAIRED

Alexander Graham Bell Association for the Deaf
1527 35th St., N.W.
Washington, D.C. 20007
(Books, special publications and AV materials)

American Annals of the Deaf

5034 Wisconsin Ave. N.W.
Washington, D.C. 20016

This directory is divided into four main categories:

- I Educational Programs and Services
- II Rehabilitation Programs and Services
- III Community Programs and Supportive Services
- IV Research and Information Programs and Services

American Dental Association
Dr. C. Gordon Watson, Executive Director
211 East Chicago Avenue
Chicago, Illinois 60611

American Speech and Hearing Association
9030 Old Georgetown Road
Bethesda, Maryland 20014

Assemblies of God Ministries to the Deaf
1445 Boonville Ave.
Springfield, Missouri 65802

Better Hearing Institute
1430 K Street N.W.
Suite 800
Washington, D.C. 20005

Bookstore
Gallaudet College
7th and Florida Ave. N.E.
Washington, D.C. 20002
Booklist on Deafness

Center for Continuing Education
Gallaudet College
7th and Florida Ave. N.E.
Washington, D.C. 20002

Centers and Services for Deaf/Blind Children
Bureau of Education for the Handicapped
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Conference of Executives of American Schools for the Deaf
5034 Wisconsin Ave., N.W.
Washington, D.C. 20016

Deaf American
see National Association of the Deaf

Deaf-Blind
see Center for Continuing Education
Public Services Programs

Deafness Annual
see Professional Rehabilitation Workers with the Adult Deaf, Inc.

Deafness Research Foundation
366 Madison Avenue
New York, New York 10017

Directory of Programs and Services for the Deaf
see American Annals of the Deaf

Edward Miner Gallaudet Memorial Library
Gallaudet College
7th and Florida Ave. N.E.
Washington, D.C. 20002

Endeavor
see International Association of Parents of the Deaf

Ephphatha Conference of Workers Among the Deaf
500 N. Broadway
St. Louis, Missouri 63102

Films
see Edward Miner Gallaudet Memorial Library
I Hear Your Hand, Inc.
Joyce Motion Picture Co.
Media Services and Captioned Films
Western Maryland College

Gallaudet Today
see Office of Alumni and Public Relations

Home Missions Board
Southern Baptist Convention
1350 Spring St., N.W.
Atlanta, Georgia 30309

I Hear Your Hand, Inc.
6025 Springhill Drive
Greenbelt, Maryland 20770
(Deaf Awareness Materials)

International Association of Parents of the Deaf
814 Thayer Ave.
Silver Spring, Maryland 20910

International Parents Organization
see Alexander Graham Bell Association for the Deaf

Interpreter
see Registry of Interpreters for the Deaf, Inc.

Joyce Motion Picture Co. and Sign Language Store
8613 Yolanda
P.O. Box 458
Northridge, California 91328

Lions International, Inc.
Hearing Conservation and Work with the Deaf
York and Cermak Roads
Oak Brook, Illinois 60521

Mary Modica, Librarian
South Dakota School for the Deaf
1800 East 10th Street
Sioux Falls, South Dakota 57103
(Educational Captioned Films for the Deaf)

Media Services and Captioned Films
Educational Media Distribution Center
5034 Wisconsin Ave. N.W.
Washington, D.C. 20016

National Association of Hearing and Speech Agencies
814 Thayer Ave.
Silver Spring, Maryland 20910

National Association of the Deaf
814 Thayer Ave.
Silver Spring, Maryland 20910

National Association of the Deaf-Blind
2703 Forest Oak Circle
Norman, Oklahoma 73071

National Center for Deaf Blind Youths and Adults
105 Fifth Ave.
New Hyde Park, New York 11040

National Congress of Jewish Deaf
9102 Edmonston Court
Greenbelt, Maryland 20770

National Fraternal Society of the Deaf
1300 W. Northwest Highway
Mount Prospect Hill, Illinois 60056

National Technical Institute for the Deaf
One Lomb Memorial Drive
Rochester, New York 14623

Office of Alumni and Public Relations
Gallaudet College
7th and Florida Ave. N.E.
Washington, D.C. 20002

Office of Deafness and Communicative Disorders
Rehabilitation Services Administration
Room 3414 - South Building
Department of Health, Education and Welfare
Washington, D.C. 20201

Office of Demographic Studies
Gallaudet College
7th and Florida Ave. N.E.
Washington, D.C. 20002

Office of Sign Language Programs
Gallaudet College
7th and Florida Ave. N.E.
Washington, D.C. 20002

Office of the Dean of the Graduate School
Gallaudet College
7th and Florida Ave. N.E.
Washington, D.C. 20002

Prince George's County Memorial Library System
Films Department
6532 Adelphi Road
Hyattsville, Maryland 20782
(Catalog Films for Hearing Impaired Children)

Professional Rehabilitation Workers with the Adult Deaf, Inc.
814 Thayer Ave.
Silver Spring, Maryland 20910

Public Services Programs
Gallaudet College
7th and Florida Ave. N.E.
Washington, D.C. 20002

Quota International Inc.
1828 L Street N.W.
Suite 908
Washington, D.C. 20036

Registry of Interpreters for the Deaf, Inc.
P.O. Box 1339
Washington, D.C. 20013

Rights of the Handicapped
Closer Look
Post Office Box 1492
Washington, D.C. 20013
(Information for parents and teachers concerning all handicaps)

Sign Language
see Office of Sign Language Programs

Teletypewriters for the Deaf, Inc.
P.O. Box 28332
Washington, D.C. 20005

Universal Education and Visual Arts
P.O. Box 8705
100 Universal City Plaza
Universal City, California 91608
(Captioned films)

The Volta Bureau
1537 Thirty-fifty Street, Northwest
Washington, D.C. 20007
Information about the hearing impaired

Western Maryland College
Total Communication Laboratory
Westminster, Maryland 21157

*Refer also to State Agencies and South Dakota Parent-Service Organizations



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SIGN LANGUAGE AND
INTERPRETING

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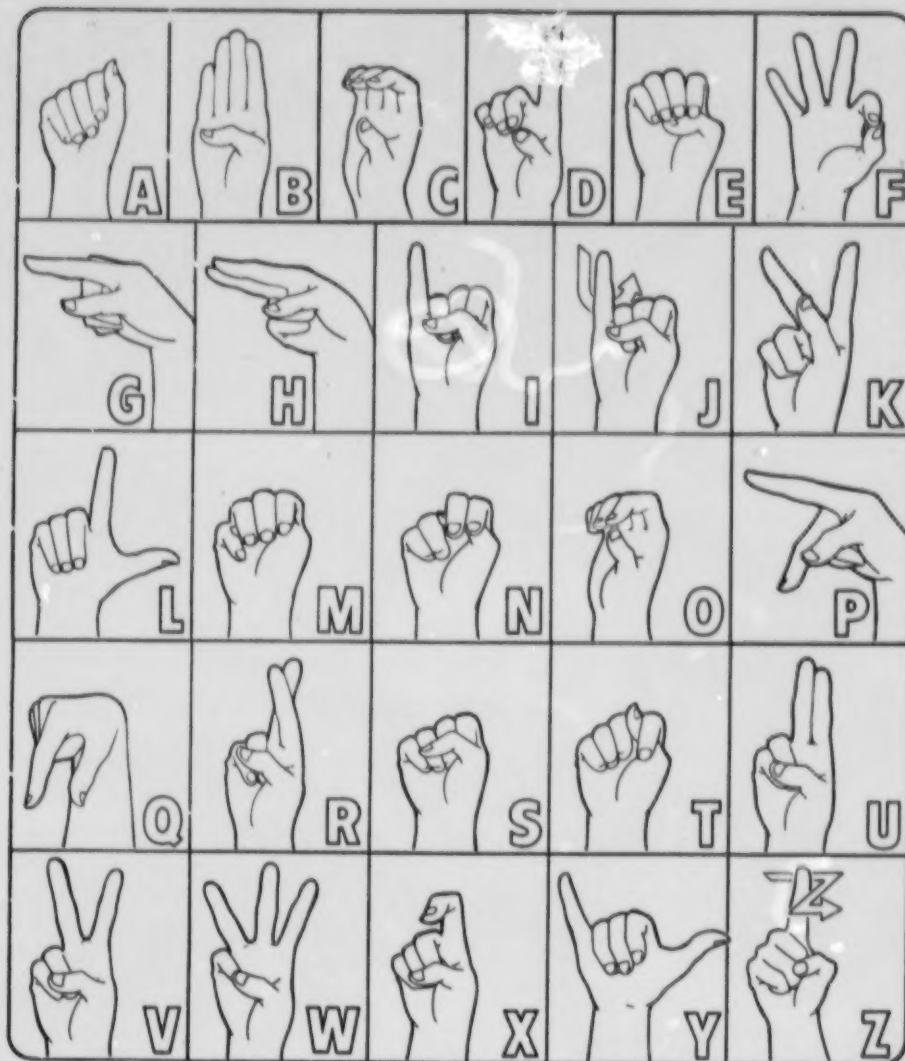
PROVIDING SERVICES TO THE HEARING IMPAIRED

Hearing impaired children will be dependent on visual cues for story hours. Remember to use captioned films, puppets, filmstrips, flannel board, mounted pictures and your IMAGINATION. Use props to introduce vocabulary that the children are not familiar with.

Relax and enjoy, stories should be in a logical sequence. Go slow and smile. The children read your actions and lips.

The chart American Sign Language Alphabet has been included with permission of Joyce Media, Inc.

the American sign language alphabet



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 Po Box 458, Northridge, CA 91328

SIGN LANGUAGE AND INTERPRETING

CHILDRENS BOOKS

Gallaudet College Signed English Series

Growing Up Books: Tommy's Day
Mealtime at the Zoo
I Want to Be a Farmer
Happy Birthday Carol
Spring is Green
Questions and More Questions
Cars and Trucks and Things
Night-Day/Sleep-Play
The Holiday Book
We're Going to the Doctor
Sand, Sea, Shells and Sky
Stores
When I Grow Up
Bobby Visits the Dentist
Julia Goes to School
How To
Matthew's Accident
Little Lost Sally
The Clock Book
Oliver In the City
Be Careful

Stories and Poems: Jack and the Beanstalk
Little Red Ridinghood
Goldilocks and the Three Bears
Hansel and Gretel
Three Little Pigs
Songs in Signed English
Record for Songs in Signed English
The Night Before Christmas
The Three Little Kittens
The Ugly Duckling
Mouse's Christmas Eve
Little Poems for Little People
The Tale of Peter Rabbit
The Gingerbread Man
Three Billy Goats Gruff

Caccamise, Frank and C. Norris

Animals-In Signs
Community-In Signs
Food-In Signs
Home-In Signs

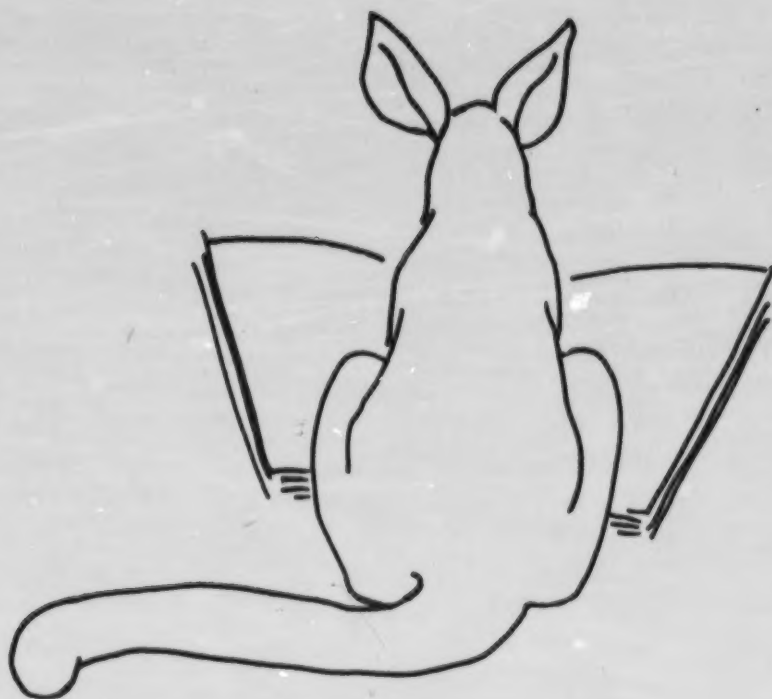
SIGN LANGUAGE AND INTERPRETING

Golden Books and Hallmark Books: Fun Days
Animal Antics
The Great Fire Engine
The Great Big Animal Book
The Three Little Kittens
The Toy Book
The Dog Book
Things In My House
The Saggy Baggy Elephant
The Great Big Car and Truck Book

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OF WORDLESS BOOKS

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Wordless books can be used with a child who has difficulty reading and needs success in using a book he/she can understand. The child can draw his own conclusions and verbalize a story to you using his own vocabulary. Wordless books are good for the imagination.

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American Annals of the Deaf

Published by the Convention of American Instructors of the Deaf and the Conference on Executives of American Schools for the Deaf. Bimonthly.

Endeavor

International Association of Parents of the Deaf, 814 Thayer Avenue, Silver Spring, Maryland 20910. 6 issues per year.

Newsounds

Alexander Graham Bell Association for the Deaf, 3417 Volta Place, N.W., Washington, D.C. 20007.

Services to the Deaf Newsletter

District of Columbia Public Library, 901 G Street, N.W., Washington, D.C. 20002.

Volta Review

Journal of the Alexander Graham Bell Association for the Deaf, Inc., Post Office Box 762, Washington, D.C. 20044. Seven issues per year.



ORGANIZATIONS
RELATING TO THE VISUALLY
IMPAIRED

SOURCES FOR INFORMATION AND MATERIALS ABOUT THE VISUALLY IMPAIRED

American Association of Workers for the Blind
Dr. Bruce B. Blasch, Executive Director
1511 K. Street, N.W.
Washington, D.C. 20005

American Brotherhood for the Blind
Jean Dyon Norris, Director
Twin Vision Publishing Division
18440 Oxnard Street
Tarzana, California 91356

American Council for the Blind
1211 Connecticut Avenue, N.W.
Washington, D.C. 20006

American Foundation for the Blind
Loyal Eugene Apple, Executive Director
15 West 16th Street
New York, New York 10011

American Printing House for the Blind
1839 Frankfort Ave.
Louisville, Kentucky 40206

Association for Education of the Visually Handicapped
Mary K. Bauman, Executive Secretary
Fourth Floor, 919 Walnut Street
Philadelphia, Pennsylvania 19107

Blind Services Association
Beatrice Fredman, Executive Director
Room 1628
127 North Dearborn Street
Chicago, Illinois 60602

Centers and Services for Deaf/Blind Children
Robert Dantona
Bureau of Education for the Handicapped
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Chicago Lighthouse for the Blind
Milton J. Samuelson, Associate Director
1850 West Roosevelt Road
Chicago, Illinois 60608

Dialogue

Donald O. Nold, Executive Director
3100 Oak Park Avenue
Berwyn, Illinois 60402

Division for the Blind and Physically Handicapped
Library of Congress

Washington, D.C. 20542

(Braille and Talking Books, Cassette Books - these are available
through the South Dakota State Library)

Howe Press

Perkins School for the Blind
175 North Beacon Street
Watertown, Massachusetts 02172

National Association of the Deaf-Blind

2703 Forest Oak Circle
Norman, Oklahoma 73071

National Braille Association

Mrs. Irvin F. Richman, President
9555 Central Park Avenue
Evanston, Illinois 60203

National Federation for the Blind

1346 Connecticut Avenue, N.W.
Suite 212 Dupont Circle Building
Washington, D.C. 20036

National Industries for the Blind

Noel B. Price, Vice President
1455 Broad Street
Bloomfield, New Jersey 07003

Pilot Guide Dog Foundation

Dawn Myers, Executive Secretary
33 East Congress Parkway
Chicago, Illinois 60605

Recording for the Blind

215 East 58th Street
New York, New York 10022

The Seeing Eye
Morristown, New Jersey 07960

South Dakota State Library for the Handicapped
State Library Building
Pierre, South Dakota 57501

Special Education
New State Office Building
Pierre, South Dakota 57501
(Educational books, textbooks)

*Refer also to State Agencies and South Dakota Parent-Service Organizations



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CHILDREN'S BOOKS RELATING
TO THE VISUALLY IMPAIRED

BIBLIOGRAPHY - VISUALLY IMPAIRED

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ORGANIZATIONS
RELATING TO THE
MENTALLY HANDICAPPED

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SOURCES FOR INFORMATION AND MATERIALS ABOUT THE MENTALLY HANDICAPPED

American Association on Mental Deficiency
Dr. Albert Serkowitz, Executive Director
5201 Connecticut Avenue, N.W.
Washington, D.C. 20015

National Association for Retarded Citizens
Dr. Phillip Roos, Executive Director
P.O. Box 6109
2709 Avenue E. East
Arlington, Texas 76011

National Association for Down's Syndrome
P.O. Box 63
Oak Park, Illinois 60303

National Down's Syndrome Congress
528 Ashland Avenue
River Forest, Illinois 60305

*Refer also to State Agencies and South Dakota Parent-Service Organizations



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OF CHILDREN'S BOOKS
RELATING TO THE MENTALLY
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UPPER ELEMENTARY

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STORYTELLING
TIPS TO USE WITH THE
MENTALLY HANDICAPPED

STORYTELLING TIPS TO USE WITH THE MENTALLY HANDICAPPED

Storytelling to mentally handicapped children is difficult. Their attention span is short and they have difficulty in forming concepts. They also have trouble in generalizing. These children may recognize sounds, words, or images.

Since these children are so varied in skills and development, the storyteller will need to try various approaches. For example, the storyteller's facial expressions, voice or gestures may leave an impression with the children. Repetition is also good to incorporate in story hour to use with them. Whatever technique is chosen for the presentation, it should encourage understanding.

These youngsters like stories with familiar subjects and everyday happenings. Sound effects might be successful, but with an unruly group may cause bedlam. Stories that rhyme and books with colorful pictures seem to delight these children.

Never argue, but be firm and story hour can be a meaningful experience to the mentally handicapped student.

The attached list was developed by Agnes B. Dietrich of Cleveland Public Library. Although it is dated, the principles still apply and may be a starting point for building a collection and introducing story hour for these children.

Allen, Robert
Numbers

Platt & Munk

There is a selection of familiar objects in this book. It delights retarded children, stimulates response.

Bright, Robert
My hopping bunny

Doubleday

The lilt in the rhymes brings response more than the story or pictures.

Carroll, Ruth
Where's the bunny?

Oxford University Press

Familiar objects (books, flower, rug, coat, etc.) stimulate interest.

Dawson, Rosemary
A walk in the city

Viking

Response can be attained if familiar objects and situations are stressed (buildings, vegetable mart, park, etc.)

Downer, Mary Louise
The flower

Young Scott Books

The growth of a flower from seed to bloom may strike some interest. Will not get overall response.

Emberley, Barbara
Drummer Hoff

Prentice-Hall

Has double effect: repetitive and colorful. Though retarded children will never connect pictures with the meaning of words.

Ets, Marie Hall
Gilberto and the wind

Viking

Illustrations, sound-effect, balloon stir interest. Story eludes.

Flack, Marjorie
Angus and the cat

Doubleday

Cat, dog, furniture, yard, etc. will strike some interest.

Flack, Marjorie
Angus and the ducks Doubleday

Mainly the sound-effects will delight.

Flack, Marjorie
Angus lost Doubleday

Familiar objects, animals and sounds will arouse interest.

Flack, Marjorie
Ask Mr. Bear Macmillan

Effective if familiar objects are stressed and not the story.

Freeman, Don
Corduroy Viking

The teddy-bear and the toy store as well as the figures of the little girl and mother will be recognized.

Friskey, Margaret
Mystery of the gate sign Children's Press

For effect stress familiar animals, forget story.

Green, Mary McBurney
Everybody eats
Everybody has a house Hale

Familiar situations, familiar animals stir interest.

Keats, Ezra J.
Peter's chair Harper

Almost all children associate with story of wanting or not wanting baby sister (or brother) in family.

Keats, Ezra J.
Snowy day Viking

Combined effect: colorful pictures, familiar words, situations.

Kepes, Juliet

Two little birds and three

Houghton

Repetitive, rhythmic text stimulates attention

Krasilovsky, Phyllis

Scaredy cat

Macmillan

Has to be told in storyteller's own words with emphasis on illustrations.

Lenski, Lois

I went for a walk

Walck

Simple street scenes and particularly the music constitute the big attraction in this book.

Lenski, Lois

The little auto

Walck

The well-known object, the automobile, will cause some retarded children to recognize something familiar.

Lionni, Leo

Little blue and little yellow

McDowell

Color contrasts mean fun to some retarded children.

Marino, Dorothy

Edward and the boxes

Lippincott

Boxes, animals are well known to retarded children too. Best response ever to this story.

Miller, Edna

Mousekin's golden house

Prentice-Hall

The story simplified and the pictures shown will be reacted upon.

Slobodkin, Louis

Excuse me! Certainly!

Vanguard

The humor in this story will elude retarded children, but the theme they will find familiar.

Slobodkin, Louis
Our friendly friends

Vanguard

A game on names and animals may be followed by some, even if not understood.

Slobodkin, Louis
Thank you, you're welcome!

Vanguard

Same principle as "Excuse me..."--children will remember they have to say "thank you".

Tresselt, Alvin
Wake up city!

Lothrop

For city children any mentioning of city life is interesting.

Tufts, Georgia
The rabbit garden

Lothrop

To be used only with retarded children who already know storyteller's voice. Point out interesting pictures. Plot will elude them.

Wright, Dare
The lonely doll

Doubleday

Photographs of doll and teddy-bear intrigue children.

Compiled by
Agnes B. Dietrich
Children's Librarian
Cleveland Public Library
Rice Branch
October, 1969



ORGANIZATIONS
RELATING TO OTHER
HANDICAPPING CONDITIONS

ORGANIZATIONS RELATED TO THE HANDICAPPED

American Alliance for Health, Physical Education and Recreation: Physical
Education and Recreation for the Handicapped
Julien U. Stein, Director
1201 16th Street, N.W.
Washington, D.C. 20036

American Association for the Education of the Severely and Profoundly Handicapped
Lib Harmon, Executive Director
1600 West Armory Way
Seattle, Washington 98119

Closer Look
National Information Center for the Handicapped
P.O. Box 1492
Washington, D.C. 20013

Epilepsy Foundation of America
Regional Office
5665 N. Las Virgenes Road
Calabasas, California 91302

Fund for Perceptually Handicapped Children
Box 656
Evanston, Illinois 60204

Human Growth Foundation
John L. Hickley, President
28 Sylvia Lane
Plainview, New York 11803

Institute for the Study of Developmental Disabilities
Dr. Tong-He Koh, Director of Training
1640 West Roosevelt Road
Chicago, Illinois 60608

Mental Health Association, National Headquarters
1800 North Kent Street
Arlington, Virginia 22209

National Association for Gifted Children
Director
Box 630-A
Hot Springs, Arkansas 71901

ORGANIZATIONS RELATED TO THE HANDICAPPED

National Society for Autistic Children
169 Tampa Avenue
Albany, New York 12208

Spina Bifida Association of America
343 South Dearborn Street
Room 319
Chicago, Illinois 60604

These organizations are in addition to ORGANIZATIONS RELATING TO
BARRIER-FREE ENVIRONMENT.

* Refer also to State Agencies and South Dakota Parent-Service Organizations



BIBLIOGRAPHY OF
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South Dakota State Library. Handbook On Handicapped Library Services. Pierre:
1978.

The following materials are made available through South Dakota participation
in a ten-state project for the Gifted and Talented funded by USOE through the
State of South Carolina---Robert L. Huckins, Coordinator for South Dakota.
Contact:

Director, Student Services
Elementary & Secondary Education
Richard F. Kneip Building
Pierre, South Dakota 57501

Alternative Programming for the Gifted
Guidelines for In-Service Education: Gifted and Talented
An Identification Model
Teaching Gifted Children

A P P E N D I X

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STRATEGIES

Several Teaching Strategies are included that may help meet the varying needs of handicapped students or the educators working with them. These activities can apply to the various modes of learning or levels of ability and can easily be adapted or adopted to meet local needs.

Puppets can be used by either the library media specialist or the student. Instructional television can be introduced to an individual learning situation as well as large or small groups. The Learning Wheels when completed by the student provide for creativity, utilization of library resources and audio-visual materials, and a reenforcement of learning concepts. Bucket Brigade suggests one tutorial technique that might be applied in the school library situation.

No program or project of any nature will, in itself, solve the instructional materials portion of a handicapped child's education.

It is hoped that the materials and suggestions in this guide may help alleviate the problem to some degree by giving the Library Media Specialist some tools and resources to aid the unserved or underserved population of handicapped children and by developing a more professional, competent library media specialist.

BUCKET BRIGADE

The Bucket Brigade tutorial program was designed to help K-3 children who have learning problems which interfere with their academic progress. It is a preventive program aimed at getting immediate help to the child who starts to fall behind--before bad habits become firmly established and the child's self image deteriorates.

The Bucket Brigade program uses well trained and well supported volunteers as the key to implementation. The volunteers use a variety of multi-sensory teaching aids. The program encourages adaptation and innovation to meet the needs of individual schools and students involved in the Bucket Brigade.

For further information contact:

Florence Sharp
Bucket Brigade Coordinator
31819 N. Marklawn
Farmington, Michigan 48018

SERVICE PROVIDED TO AND FOR THE HANDICAPPED
BY THE SOUTH DAKOTA PUBLIC SERVICE
AND INSTRUCTIONAL TELEVISION NETWORK

South Dakota has provided a total State Public Television Network for its people. Within the program offerings of the Instructional (for in-school use) and the Public Service Television schedule can be found many programs, courses or series targeted to the handicapped.

These may be in the form of teacher in-service, parents of handicapped in-service or instructional lessons for the student. The use of these on-screen materials is completely free of charge and only in some cases would there be a fee for print materials that support the programming.

For more detailed information contact either:

Clifford Jansen, Director
Instructional Television Services
Division of Elementary and
Secondary Education
Kneip Building
Pierre, SD 57501

OR

Russell Bailey
Director of Public Relations
South Dakota Public Television
Pugsley Center
South Dakota State University
Brookings, SD 57007

LEARNING WHEELS

Learning Wheels is a teaching strategy which motivates students and makes learning fun. The Learning Wheels grew out of an idea by Marly Wilson to enrich learning experience. The wheels develop creative, audio-visual, research and basic skills and are based on student interest inventories. Their completion can accommodate various levels of learning and provide for individual differences. The Learning Wheels cover all areas of the curriculum which includes math, social studies, science, fine arts, language arts and special interests.

A book Learning Wheels may be obtained through

Foundation for New Ideas
P.O. Box 881
Pierre, SD 57501

For implementation of a Learning Wheels program, contact:

Marly Wilson
1008 North Poplar
Pierre, SD 57501

"WHAM WHEELS"

(WHAM = Wheels Help and Motivate)

Marly Wilson, 1008 North Poplar, Pierre, South Dakota 57501

Phone: 224-0284

WHEELS

SUPPLIES NEEDED:

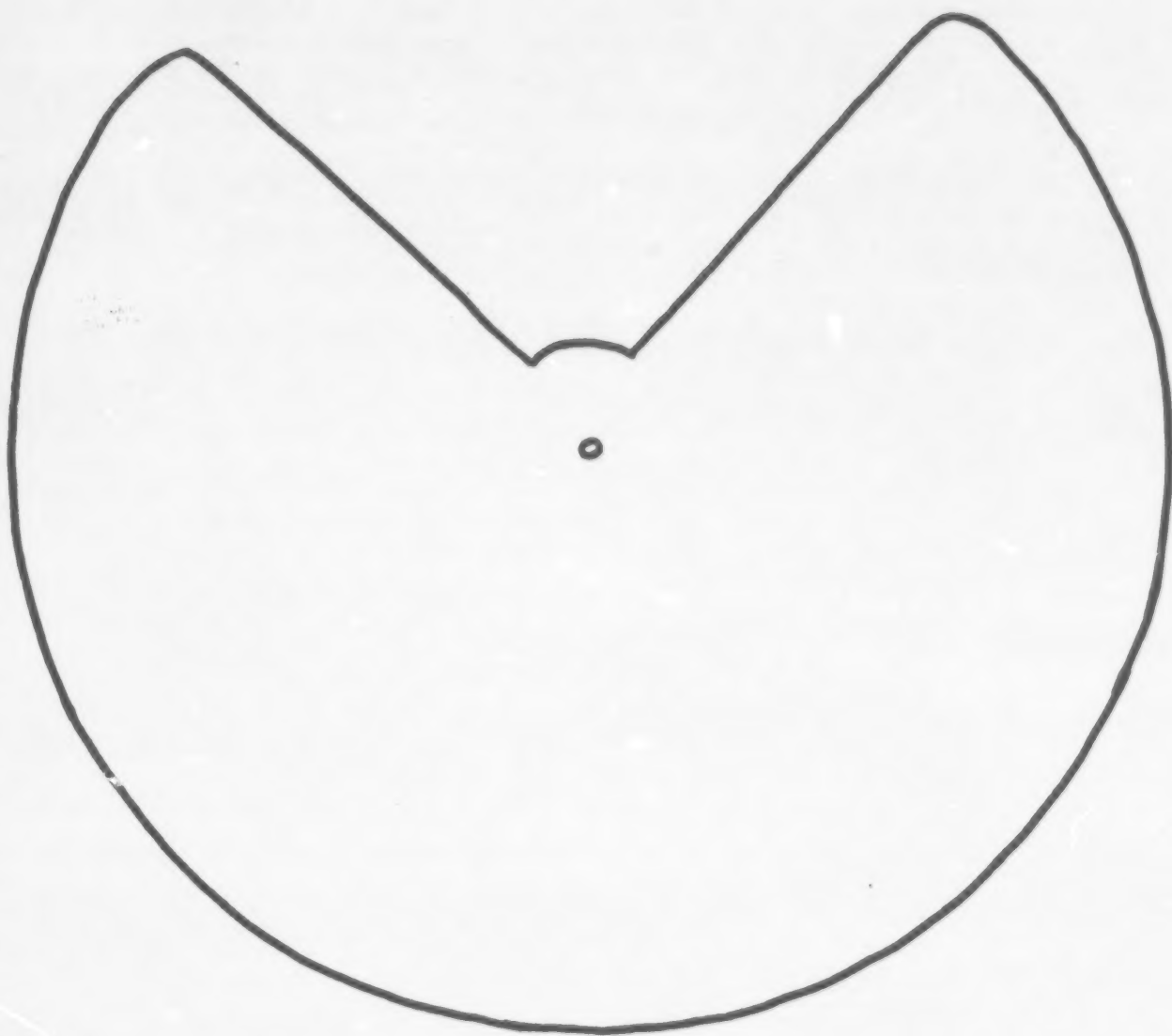
1. White Tag board
2. Colored Tag board
3. Fine tip magic markers
4. Brass paper fasteners
5. Paper punch
6. IDEAS!!!!!!

Choose a topic. Prepare an activity for each of the four areas listed below:

- I. Research
- II. Skill Application
- III. Audio-Visual
- IV. Creativity

Wheel covers are color coded in the following way: Blue= Math, Orange= Social Studies, Yellow= Fine Arts, Pink= Special Interest, Red= Language Arts, Green= Science.

Primary
(grades 1-3)
divide a large wheel into three areas. Intermediate
(grades 4-6) divide a small wheel into four areas.
In each area print one activity.
Write the title of the wheel on the tab at the top which also has the hole to hang the wheel on peg board hooks.
Decorate the wheel cover in any manner you wish.



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PROJECT P.R.E.P --
(PREPARING REGULAR EDUCATION PERSONNEL
FOR MAINSTREAM PROGRAMS)

The immediate purpose of Project P.R.E.P. is to increase the knowledge and skills of educational personnel to more effectively meet the needs of handicapped and gifted students; the ultimate goal is to extend the capacity of regular educational personnel to accommodate a broader range of individual difference among students and, in particular, to provide each exceptional student with appropriate educational services.

A media collection is a component of the project.

For information contact:

Kent Gerlach, Director
Project PREP
Augustana College
Box 2161
Sioux Falls, SD 57102

O.K. folks, let's make: The Happy Hopper...



A special hand puppet pattern brought to you by

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dragons are
too seldom



a puppet theatre

The Happy Hopper & Joey

"Blimey mate, there's a flattened out kangaroo on this page...and a baby roo too."

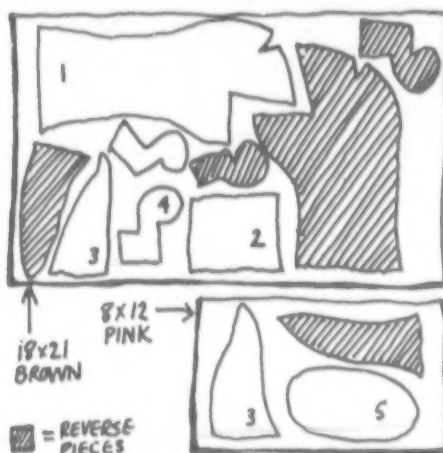
Your mission: trace the pattern from the book adorn yourself with creative will, and make a pile of fluff come alive...

IT'S EASY!! Best of all old Happy Hopper and little Joey will make teaching more fun.

MATERIALS:

1. 18" x 21" piece light brown fake fur
2. 8" x 12" red or pink scraps of heavy material
3. Scraps of white, black, & brown felt or fake fur
4. Scraps of black yarn
5. Handful of polyester stuffing
6. Scissors, pins, needles, & thread
7. Black felt tip marker

see full size pattern pieces on next two pages



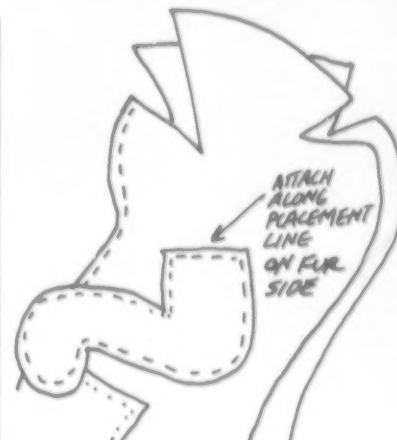
CUTTING:

1. Cut pattern pieces #'s 1, 2, 3 & 4 from brown fur.
2. Cut pieces #'s 5 & 3 from pink or red scraps.
3. Cut the three eye pieces & nose piece from felt or fur scraps.



CONSTRUCTION: HOP TO IT!

1. With right sides together stitch center front seam of #1 piece. ($\frac{1}{4}$ " seam)
2. Now hem pouch (#2) by folding the edge under $\frac{1}{2}$ " & stitching all around.
3. Center the hemmed pouch on Happy's front, one inch from bottom edge. Sew the sides & bottom to the puppet.



4. With right sides together sew around arms (#4) with a $\frac{1}{4}$ " seam, leaving the top edges open. Turn right side out & stuff with fiberfill.
5. Turn raw edges of arm tops to inside & baste.
6. Sew to Ms. Hopper's front along placement lines.

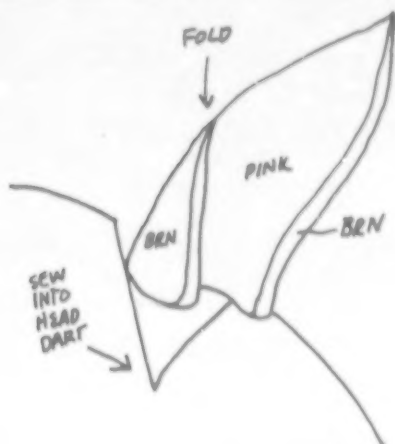
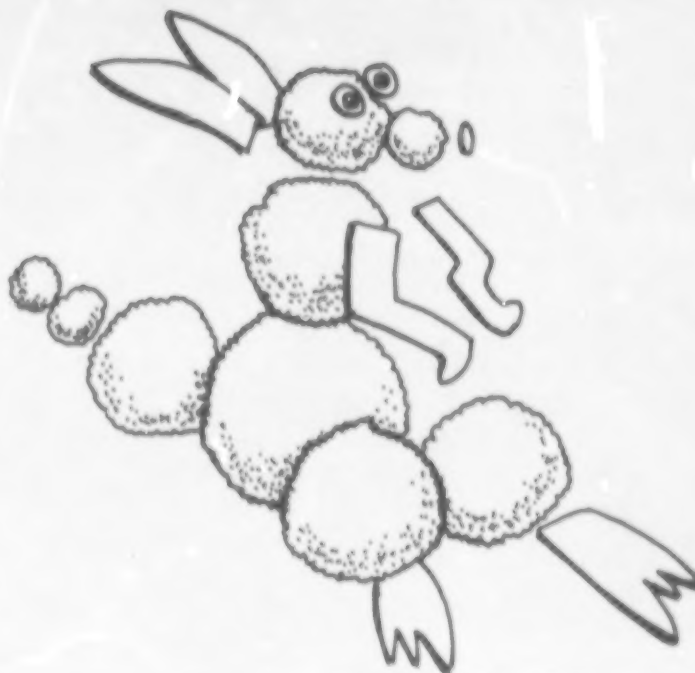
TO BRING JOEY TO THE WORLD...

YOU'LL NEED:

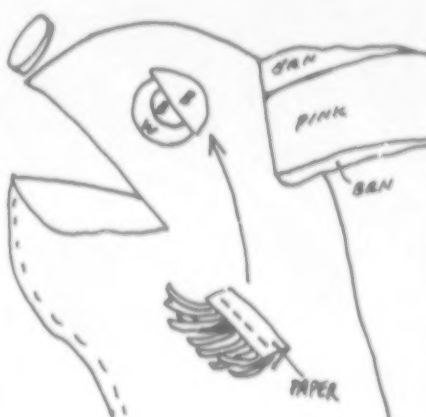
- 3 $\frac{1}{2}$ " pompoms
- 5 1" pompoms
- 1 $1\frac{1}{2}$ " pompom
- 2 plastic moving eyes
- Scraps of felt
- Fabric glue

NOW...

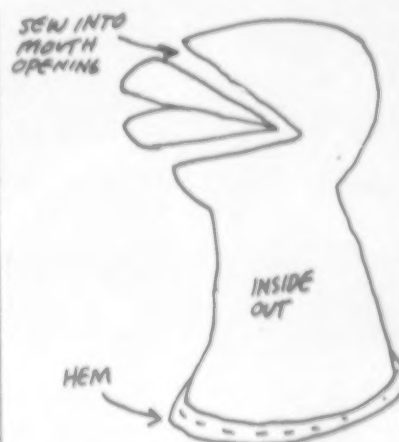
1. Trace ears, arms, & feet and cut from felt.
2. Gather your pompoms & create a cuddly creature for the pouch by gluing all together as illustrated.



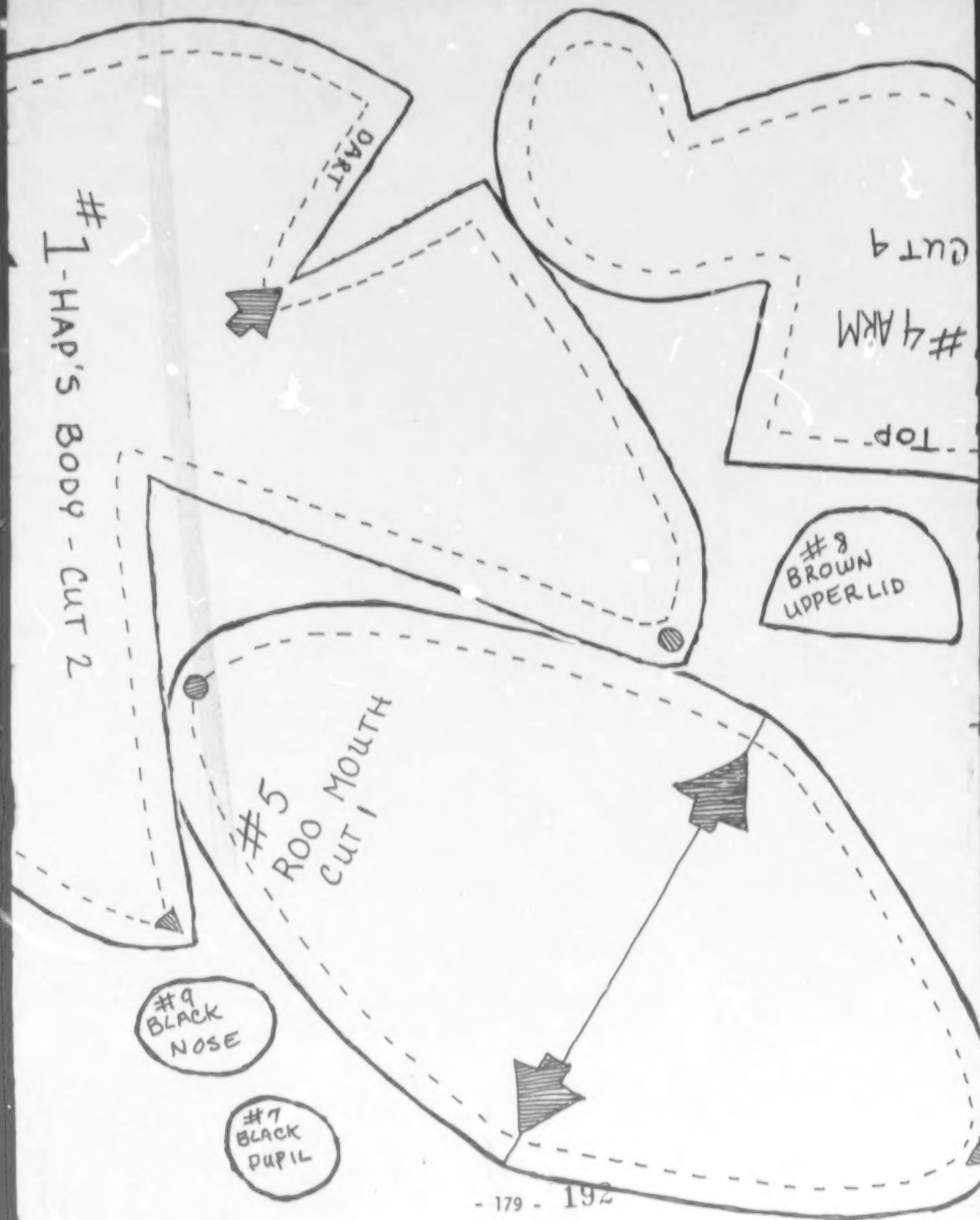
7. Stitch one pink ear piece to one brown piece... right sides together. Turn right side out.
8. Fold inside ear edge $\frac{1}{2}$ " toward the pink side, then baste along bottom edge securing the fold.
9. Make the head dart by folding right sides together matching edges. Before stitching, place bottom ear edge inside dart with pink side toward Hap's nose. Stitch through all thicknesses.



10. Sew black pupil to white eye piece.
11. Make a yarn fringe for eyelashes by stitching across several (10-12) strands of yarn in a paper sandwich.
12. Sew fringe close to the bottom edge of eyelid.
13. Lap eyelid over white lower lid $\frac{1}{4}$ " & stitch across.
14. Place eye on Hap's face below ears. Sew to puppet by stitching around eye edge.
15. Sew nose to Hap's face $\frac{1}{2}$ " above mouth edge.



16. With right sides together sew center back seam from nose to bottom edge. ($\frac{1}{4}$ " seam)
17. With right sides together in mouth piece (#5) to Hap's body. Match arrows circles, & triangles. Sew around mouth.
18. Hem bottom edge of puppet. Turn right side out.



1/4" SEAM

1/2" SEAM

POUCH
#2 - CUT 1

NOTE:
DO NOT CUT POUCH
OUT OF BODY
TRACE SEPARATELY.

TAPE EDGE

ARM
PLACEMENT
LINE

CENTER FRONT

INSIDE EAR
EDGE

#6
WHITE
LOWER EYE

#3
CUT 2
OF EACH
COLOR

MANIPULATION

Well Gov, now that the 'roo's happily hopping, you need to know how to keep her out of the old tuckerbag. So we'll start with a few hints on fancy puppet moves.

Happy Hopper is a mouth puppet...when you put her on your hand, your fingers, wrist, elbow & shoulder are no longer your fingers, wrist, elbow & shoulder. They are your puppet's head, neck, waist & feet. This is the first lesson in puppet manipulation. If you understand it, you can take a bow...from the wrist.

Stare into Happy's eyes...her eyes, more than any other part, show that she is alive. The natural inclination for some puppets, especially mouth puppets, is to stare at the ceiling. Use a mirror. Find the position with your wrist that makes Happy stare straight ahead. Now make her look around; up, down, out the window. With practice the puppet will almost look and see on it's own. And your audience will agree: **HAPPY IS ALIVE!**

One thing that is sure...Happy Hopper doesn't look like you. So she shouldn't sound like you either. There are high voices, low voices, dumb voices, nasal voices. There are accents: French Southern Transylvanian, Martian. Chances are you can find clues for a voice just by looking at your puppet. Once you find the right voice, you will never forget it. Every time you put the puppet on, that voice will pop out of your mouth automatically.

A good rule for manipulating mouth puppets is: **EVERY TIME YOUR MOUTH MOVES, YOUR PUPPETS MOUTH MOVES TOO.** Notice the motion of your mouth when saying the 'ABC's'. Try to make Happy copy these motions in a mirror. The style of mouth manipulation varies greatly from puppeteer to puppeteer. That's all right. Consistency is what matters. Try to make your puppet's mouth move the same way each time.

OTHER IDEAS

Helen Reddy & Yvonne Goolagong look out.... Here comes the Happy Hopper. And she's a star that can do anything, say anything, or be anything at anytime. One thing she can do better than any adult is listen to a child's inner voice. She can encourage the development of positive self-concept, the "I CAN" instead of "I CAN'T".

She can teach specific concepts too... from the Dewey Decimal system to traffic rules.

She can talk about the problems of being a kangaroo. Classroom aisles being too small.. stairways too narrow...drinking fountains too low. She can be sad because everyone always laughs at her for being different. The next day she could tell everyone how she had won the basketball game because she could jump so high. Or how little Joey had crawled through a small hole & saved a mouse family from a fire.

And that's a point too...don't forget about little Joey...he's a funny & loveable creature...the dialogues between Happy & Joey could be both funny & educational.

CAUTION Avoid ever using your puppet as an authority figure...unless it is for positive reinforcement. One of the reasons that kids will talk to your puppet is because he is a non-threat...if you make him your heavy...the kids will disregard him as a 'funny looking adult'.

CAUTION Puppets are loveable, absurd creatures...they will not teach from the same set of lesson plans that you teach from.

CAUTION Teaching through puppetry is an art & a skill...it does not become a miracle in the classroom without lots and lots of practice...if your first experience with innovative puppetry is a bit chaotic...don't give up...renovate your structure and try again.

DRAGONS ARE TOO SELDOM PUPPET THEATRE is a seven person company. From their home-base in Deadwood, South Dakota they manage several businesses dealing with puppetry and communication arts. They have published two books; **SOME PUPPET PATTERNS AND STUFF**, and **SOME PUPPET IDEAS AND STUFF, FOR TEACHERS**. Their touring theatre company has performed in over 40 states. Also they manufacture wholesale and retail puppets. For further information write: Dragons Puppets, 649 Main, Deadwood, SD 57732